Demand.	Amount. Rs.	Particulars.
	Rs.	
X. Buildings, Communications and Miscellaneous Public Improvements, Protective Irrigation etc.	6,560	Special repairs to the Alwaye-Edapally road.
Do.	7,800	Re-gravelling the worst portions of the Ettumanur-Vaikam road, miles 9 to 13 and repairing and strengthening the bridges.
Do.	8,900	For extending the Central Technological Institute for housing the Carpentry School to be shifted from Quilon.
Do.	3,300	For repainting the compound wall railings of the Public Office buildings on the sides of the Main Road, Trivandrum.
XII. Administration of Justice.	2,900	For opening an additional division for the B. L. class of the Law College.
XXII. Ports.	5,000	For dredging and removing the sand accretion at the Alleppey Port.

DEPUTY PRESIDENT: I may read for the information of the House the following telegram from Sir M. Krishnan Nair:—

"Kindly convey my greetings to Sri Mulam Assembly."

DEMANDS FOR SUPPLEMENTARY GRANTS—EDUCATION.

DEPUTY PRESIDENT: We shall now proceed to the next item in today's agenda.

MR. R. M. STATHAM (*Director of Public Instruction*): Sir, I rise to move for a supplementary grant of Rs. 2,000 for travelling allowance to the members of the Advisory Education Board.

One of the recommendations of the Education Reforms Committee was that an Advisory Education Board should be set up by Government to advise the Director of Public Instruction in matters connected with the progress and evolution of education. The Government have agreed

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with that recommendation and propose to establish an Advisory Board as early as possible. The Government feel that, not merely in view of the immediate large changes which may be coming in the educational system in Travancore, but also in view of the general public interest, it is desirable to establish such a Board. I think it will be obvious to the members of the Assembly that, since the Education Reforms Committee have made a large number of recommendations and suggested very drastic alterations in the organisation of education in the State such a Board should be set up at the present time. It is the desire of Government to set up such a Board as a standing Advisory Board to help and advise Government on all educational problems.

For that the Government propose to have an entirely non-official Board, with the exception of the Director of Public Instruction as Chairman and the Deputy Director of Public Instruction as Secretary to the Board. As at present advised, the Government propose to have twenty non-official members including members from the Assembly and the Council, as members of the Advisory Board. The Government will arrange to see that those twenty members represent all interests in the State. For instance, the Government are particularly anxious to see that school managements and the teachers and other various interests connected with education are fairly represented on that Board. The Government hope that this proposal will be welcomed not merely by members of this Assembly but also by the general public. This is the first time in Travancore that Government have made arrangements to consult public opinion from outside this House also, in regard to the general policy which they propose to adopt for the development and progress of education in the State.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): May I know from the member whether Government have an idea as to the proportion of the constituent members of the Committee representing various interests?

MR. R. M. STATHAM (*Director of Public Instruction*): Sir, I do not think—

DEPUTY PRESIDENT: Mr. Statham, you need not answer that question at this stage. So far as I understand, the Director of Public Instruction is enunciating the policy to be pursued by the Government. Mr. Kunjukrishna Pillai, therefore, will kindly wait.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): Sir, I do not follow the Chair.

DEPUTY PRESIDENT. I am only suggesting to the member to put questions at the end of the speech and to allow Mr. Statham to continue his speech.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): Sir, a word of personal explanation. I do not want to obstruct the speaker. I wanted to get definite information in order to clear up certain issues. It will be very difficult to put a series of questions at the end of the speech, which will cover practically the whole of the Report in various items. I do want to get definite information on this topic. It is far from me to obstruct the speaker. That idea never occurred to me.

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DEPUTY PRESIDENT: I never questioned the motive. I only considered the question from the point of view of relevancy. Mr. Statham may have to speak about various things connected with education; and if Mr. Kunjukrishna Pillai were to put a question now, other members may follow suit and it may be difficult for the speaker to go on. I only said that the member may wait for some time till the Director has given us full information on the points at issue.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): Am I to understand from the Chair that the right of putting questions is provisionally abrogated?

DEPUTY PRESIDENT: Mr. Kunjukrishna Pillai will please sit down.

MR. R. M. STATHAM (*Director of Public Instruction*): Continuing the point from where I left, I may be permitted to say that obviously Government cannot lay down a definite proportion as regards representation of particular interests. The members will quite realise that Government have resolved to represent all interests in the limited number of twenty non-official members in the Advisory Board. I may also assure this House that Government will do all their best in the matter of representing all possible interests in the Advisory Board.

DEPUTY PRESIDENT: You need not pursue that point at this stage. It has been ruled out by the Chair.

MR. R. M. STATHAM (*Director of Public Instruction*): Sir, if an Advisory Board is established, all the recommendations embodied in the Educational Reforms Report will be discussed by the Board. An opportunity has been given for the members of this Assembly at this session to discuss the recommendations in general. It is obvious, Sir, I may not be able to refer personally, while introducing this motion, to all the many and varied recommendations which the Committee have made. I think it may be helpful if I indicate to the members the main points of recommendations in the Report on which the Government are anxious to hear the opinions of the members of the Assembly.

DEPUTY PRESIDENT: You may certainly take any length of time you want.

MR. R. M. STATHAM (*Director of Public Instruction*): One of the most important, if not the most important recommendation made in the Report is the question of the reorganisation of the Inspectorate. If the control over the educational institutions in the State and if the control over the expenditure of public funds spent upon education have to be made more secure than it has been in the past, then the recommendations made in the Report in regard to the reorganisation of the Inspectorate have to be accepted, in view of the state of affairs as revealed by the Committee's Report.

The great need for altering the Inspec[illegible] G[illegible]te in the way in which the Committee have recommended is based [illegible] the following facts. You have at the present moment an Inspector [illegible] Vernacular Schools with a staff of twenty-one Assistant Inspector[illegible] ho is in charge of the

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Vernacular Boys' Schools as far as Vernacular education is concerned. His jurisdiction comprises the whole State. He has to tour throughout the State to look after the schools. He has three thousand institutions to look after, including grant-in-aid schools and departmental schools. He has also to see that his Assistants also inspect the institutions under them regularly. He has the power himself to make appointments in all the departmental Vernacular Schools. It is practically impossible under the present system of organisation of the Inspectorate for one man, however experienced he may be, really to do the work which has been assigned to him. Therefore the main idea in dividing the Inspectorate as proposed in the Report is to get a division of the powers between the various officers which are now concentrated in the hands of one officer. It is lamentable to state that as many as six hundred Vernacular Schools remain uninspected every year. With the concentration of power in the hands of one Inspector, it has been found impossible to see that all the schools are regularly inspected. And if the schools are not regularly inspected, this Assembly can imagine to what extent Government funds are being wasted on grant-in-aid and departmental schools.

The new proposals regarding the reorganisation are made also mostly with a view to see that as far as possible every school in the State is inspected once a year, if not more than once a year. At the present moment, the Vernacular Schools are not inspected more than once in two years or sometimes three years. Under the proposals of the Report, every Vernacular School may expect a visit from a Divisional Inspector, an Assistant Divisional Inspector and an Assistant Inspector, if not from the Head of the Department himself.

There are many problems, Sir, connected with education which, as the Report has pointed out, have been neglected in recent years. There are the problems of backward areas and backward communities, for example, and I must unfortunately admit that sufficient attention has not been paid to them. The centralisation of authority in the hands of one officer with jurisdiction over the whole State has made it practically impossible for him to tackle the problems of those areas where there is insufficiency of schools or the problems of those areas where there is excess provision of schools. We know from the Report many instances of overlapping of institutions, both aided and departmental.

There is another reason, Sir, why the changes in the Inspectorate are necessary if the other recommendations in the Report are to be accepted by Government. The Committee has recommended common schools at the primary stage for both boys and girls. It, therefore, becomes necessary that the subordinate Inspectorate, consisting of Assistant Inspectors and Inspectresses, should be put under a common authority so to speak, since it has been proposed that all the primary schools should be for both boys and girls.

Now, Sir, I understand that there is in some quarters, considerable apprehension with regard to both the ideas, *i. e.*, the idea of co-education of boys and girls in the same school and also the idea of putting

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Assistant Inspectresses under male officers, *i.e.*, Divisional Inspectors. With regard to the second, I personally—I am open to conviction—cannot see any possible objection to Assistant Inspectresses doing their work under the supervision of male officers such as Divisional Inspectors. Even under the existing system, the Inspectresses have ready access to the Director of Public Instruction. In the matter of granting leave, transfer, postings etc., relating to their service, they will continue, as at present, to take orders from the Director of Public Instruction. As a matter of fact, I should like to point out to the members of this Assembly some of the difficulties in the past regarding the existence of separate schools for boys and girls and separate inspecting staff for Boys' and Girls' Schools. I am sorry to have to say on the floor of the House that the separate Inspectorate system has given rise to an unhealthy rivalry between lady Inspectors and male Inspectors. In many out of the way places, you have got isolated Girls' Schools. In the interest of the staff and the reputation of the Inspectresses, the school tries to get on with as few boys as possible. I do not know whether the members are aware that there is a rule at present which says that, if the number of girls in a Boys' School exceeds the number of boys, that school immediately becomes a Girls' school and is handed over to the Inspectress. Similarly, if the number of boys in a Girls' School exceeds the number of girls, that school becomes a Boys' School and handed over to the Inspector. You will find very often endeavours made by men Inspectors to keep out girls from the Boys' Schools and by women Inspectresses to keep out boys from Girls' Schools, not because they are not anxious to see children educated, but because they are anxious to maintain the identity of the Boys' and Girls' Schools. The proposals regarding the reorganisation of the Inspectorate will, I consider, remove these difficulties in the existing state of affairs.

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*): What I understand from his speech is—

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): There was a ruling from the Chair that Mr Statham shall not be interrupted.

DEPUTY PRESIDENT: Let us hear Mr. E. V. Krishna Pillai.

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*):—that in the case of Assistant Inspectresses and Inspectors no distinction at all be made in as much as the Assistant Inspectresses are in other matters directly under the Direotor, whereas the Assistant Inspectors are not placed directly under him. Is that what is said in the Report?

MR. R. M. STATHAM (*Director of Public Instruction*): Am I to answer?

DEPUTY PRESIDENT: Before proceeding further, I wish to say a few words. I do so in the interests of proper and efficient discussion of the subject. Mr. Statham is going to make a statement of the policy of Government in regard to what is known as the Statham Report, a

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document which covers over 300 pages. In the interests of proper discussion, I repeat, it will be better if the members would allow Mr. Statham to make his statement; later on questions may be asked and answered. Otherwise there is this difficulty. Comparatively unimportant matters would arrest the attention of the House and prevent them from going into really more important and difficult points. It is a matter of discretion. I hope members will allow Mr. Statham to make his statement.

MR. R. M. STATHAM (*Director of Public Instruction*): There is one other point in connection with the reorganisation of the Inspectorate which I should like to place special stress on. That is this. It will be seen from the Report that there has been, in the past, an almost entirely inadequate control over the schools, both English and Vernacular. The reorganisation of the Inspectorate is so designed as to get a larger number of officers controlling the various grades of schools. The kind of supervision in the past has resulted in two things. They are the misuse of grants given from Government as far as aided schools are concerned and more especially the ill-treatment, if I may strongly call it, of the teachers working in the said schools. It is a pity that there are many teachers, particularly in the Vernacular section in the State, let alone the English system, who have not been ever receiving the money given to the management by way of grant-in aid from Government. I appeal to the members of the Assembly, whatever criticism they may have on the recommendations of the Report, to co-operate with the Government in putting down this irregularity on the part of the managements and ensure that public money is not misappropriated and teachers are not defrauded by the managements.

The next point upon which I shall speak is to some extent related to the question of the reorganisation of the Inspectorate. In the Report, suggestion has been made for co-education of boys and girls up to the fifth class. If there is any apprehension in the minds of the members of the Assembly upon this, I shall like to say, Sir, that co-education is no new policy in this State at all. It has been in existence for over very many years. Nearly 65 to 75 per cent. of the girls in Vernacular Schools are reading in Boys' Schools. In this matter the Report has merely made recommendations to recognise existing practice. Primary schools should be freely open for boys and girls and in doing so Government are not doing anything revolutionary. But, Sir, there is a further point in that connection on which, I know, considerable criticism is likely to arise. The Committee has recommended that in Primary schools there should be mixed staffs. I may say for the information of the members of this Assembly that having co-education in Primary schools with mixed staffs, is neither new nor revolutionary in Travancore. Already there exists in aided schools, and to some extent in departmental schools also, mixed staffs. Whatever criticisms the Educational Reforms Committee may have made with regard to the organisation of education in this State, no one can deny that Travancore is advanced in education. I think, Sir, it would be stultifying ourselves if we regard

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ourselves as a backward area when was discuss the question of mixed staffs in Primary schools. As a matter of sound policy and expediency, in a number of areas outside the State this system has been adopted, I may also inform the Assembly that it is a remarkable fact that, in places where there is co-education, such as Burma and Madras, women's education has been more advanced than in any other Province in India. I may also say that in Madras there are at present over three thousand women teachers attached to Boys' Primary Schools. In Bombay there are one thousand and two hundred women teachers attached to Primary schools. In Madras, in the Girls' Schools, there are thirty-eight male teachers at present.

It is best to have women teachers in all schools in the lower classes. What I am pointing out is that co-education is nothing unusual either here in Travancore or in the near-by Province of Madras. There is another point about this. It is an admitted fact that women teachers can handle children in the Primary classes better than male teachers. That is a policy recognised as desirable all over the world. There is an apprehension in regard to the idea of mixed schools and mixed staff from a quarter which I think I can set at rest. Most of the members think that the amalgamation of Boys' Schools with Girls' Schools is to involve all schools at once. But I can assure the members that that is not the intention of Government. It was carefully explained in the Report that only where the number of children in one school is low and where there is sufficient accommodation in one of the schools for all the pupils should this amalgamation be effected.

Then, Sir, another fundamental recommendation of the Committee is with regard to the question of Vernacular education. We have recommended the transformation of the existing Vernacular High Schools into Vernacular Training Schools. We have also suggested that the Vernacular Middle Schools in the State should be abolished and a new type of post-Primary Schools developed in their place. Many of the members of the Assembly may be feeling that the members of the Educational Reforms Committee have aimed at destroying the Vernacular system of education. But I may say that after a careful survey of the system of education in the State, the Educational Reforms Committee came to the conclusion that the Vernacular Middle Schools were contributing very little to higher Vernacular study. If we want to advance Vernacular literature we will have to look to our English Schools and Colleges. Students who desire to equip themselves with advanced Malayalam and Tamil may also be provided with special Vernacular academies such as may be found in Madras and elsewhere. I do not consider that the Vernacular Middle Schools as at present organised can do very much to advance the cause of Vernacular literature in this State. All over the world the idea has been growing that the education in the extended primary system, such as our Vernacular system is, should be distinct from the English education. It is for that reason that the Committee has suggested that the continuity of the primary

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system should be along the lines of vocational bias and not upon the lines of merely copying the English system. The proposals in this regard are not revolutionary; for Provinces like the Punjab, Bengal and even Madras have taken up that idea. The introduction of vocational bias in Primary schools has been universally accepted. May I also suggest that there has not been a single report on Education in India for the last 20 years which has not agreed with regard to the suggestion made on this point by the local Educational Reforms Committee?

Then another recommendation which, I believe, will be acceptable to the members of the Assembly is that the primary course should be extended to five years. All over the world it is universally recognised that by studying up to the fourth class we cannot expect people to become permanently literate.

Compulsion is the ultimate solution; but before compulsion is introduced, I should like to see that all preliminary steps are taken to see that the schools are reorganised. I submit that the introduction of universal compulsion at present would be a costly experiment and the results of it would not be entirely beneficial. Then, Sir, there is the recommendation for the establishment of local bodies. I would like to suggest to the members that they should give their very careful consideration to the question of the setting up of local bodies to be entrusted with the management and development, particularly of Vernacular schools.

Now I turn for a moment to the recommendation regarding the alternative courses of study in English schools. The Report suggests that it is essential that the large numbers of pupils at present in the High Schools who at present, even after many failures, press their way on to College classes unprofitably, should be reduced and that alternative courses, with other objectives, should be provided for them. I may say, however, that it is the anxiety of the Government to see that, whatever be the system of education that is given, caste, creed or poverty should not be a bar for getting primary or even a University course of education. We are anxious that these proposals are carried out and that no boy, however, poor, provided he has ability, should be debarred merely by his poverty from reaching the top of the educational ladder. It will therefore be necessary to provide an increase in the number of scholarships for poor boys.

There is one other aspect of our recommendations which I wish to point out. We have suggested that an appreciation of the dignity of manual labour and an ability to use one's hand in carpentry, repairs, gardening, etc., should form a part of all Secondary School training. In most of the English High Schools in the State, no manual work of any nature has been attempted. Manual training, for example, unrelated to vocational education should, in our opinion, be found in every English school in the State. We consider that not merely is general education defective without manual training, but that the unwillingness of the modern educated boy to use his hand is partly to be accounted for by the fact that he goes completely through his schooling without acquiring any manual dexterity other than the ability to wield his pen.

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There is one other fundamental point in connection with the recommendation, to introduce Vernacular as the medium of instruction in English schools also. I gather, Sir, that, outside this Assembly, critics of the Report criticise this recommendation from two angles. One is that the Report ought to have recommended Vernacular being compulsorily used in all schools as the medium of instruction and examination; and the other is that the abandoning of English as the medium of instruction and examination will be a serious handicap to the students when they reach the University stage where the medium of instruction and examination is English.

I would just like to say that it was a very practical reason that made the Committee recommend an option being given to individual managements in regard to having Vernacular as the medium of instruction and examination. Sir, Vernacular has been and is being used as the medium of instruction and examination in very many areas in British India; and I think I am right in saying that in all such places it was first introduced as an option left to the individual managements. The reason is that, before introducing a particular language as the medium of instruction and examination, you have got to satisfy yourself that the teachers can manage it: you will have to make sure of the provision for proper text-books: there is also the opinion of parents that has to be taken into account: and, more importantly, we have got to bear in mind the difficulties in bi-lingual and multi-lingual areas. That was the reason, Sir, why the Report has recommended that, in this matter, option should be given to individual managements, and that we would rather proceed slowly. I may perhaps assure the Assembly that the members need not be anxious that, unless it is made compulsory, we will not make any progress in this direction; for, in Madras, where it is left as optional with the managements, the number of schools having Vernacular as the medium of instruction and examination has increased from seven to one hundred and seven within a comparatively short period. You will find similar figures for Provinces like Bombay.

The recommendations in the Report, regarding collegiate education, are also, I am sure, of importance from the point of view of the members of this Assembly. The Report has suggested, if I may put it as briefly as possible, that what Travancore wants, in so far as the activities of Government in imparting collegiate education are concerned, is to try and set up one really first class show—if I may be permitted to use that word—instead of frittering away their energies and their money on different colleges. The idea is that, instead of following the system obtaining elsewhere, namely, of having several colleges affiliated to the University, we should try and demonstrate in Travancore that we can have a really first class collegiate institution with a full residential system and all the benefits accruing from it. In suggesting the amalgamation of the various colleges, now in existence in Trivandrum, for the creation of the one first class residential college

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contemplated, the Report specifically recommends that the Intermediate classes must be kept separate. I do not want to take up the time of the Assembly by going into the various arguments dealt with in the Report. I may just point out, for the information of the members of the Assembly that, from the time of the Sadler Commission in 1917, the desirability of separating the Intermediate classes from the higher Degree classes of the colleges has been suggested repeatedly for a variety of reasons. Therefore, I believe the House will realise that the recommendation of the Committee in this respect is in no sense revolutionary or novel. The Punjab University Enquiry Committee has recommended strongly that the Intermediate classes must be separate and distinct from the higher University Degree classes. I believe the Punjab Government have accepted that recommendation. That is the case throughout the United Provinces also.

There is also one other point with regard to collegiate education. The Committee has definitely recommended an enhancement of fees. Of course it coincides with an enhanced provision of scholarships for poor students and for members of the depressed and backward classes. I believe most members of the Assembly will admit that we are not doing any kindness to the young men and women of Travancore when we encourage them to pursue at great sacrifice their way up to the B. A. and very often to the M. A., only to find that they are unable to get suitable employment, employment that would fit in with their high University Degrees. In that circumstance, I think, Sir, that there will be consensus of opinion also in regard to general heightening of standards in collegiate education, provided, of course, no member of any backward community, no poor student, will be excluded solely on grounds of his community or poverty.

Turning next to the recommendations about technical and technological education, I do not propose to take more time than is absolutely necessary to speak just a word about it. The introduction of technological education, especially as contemplated in the Report, will naturally take time; and perhaps may mean the expenditure of large sums of money. It is very likely that we may have to wait until the depression lifts. But I would like to say, as trenchantly as I can, that, I for one, cannot see how recommendations that have been made, for instance, in Andhra Desa, in Mysore, in Bombay and now again in Travancore, with regard to the relating of higher study and research in science subjects in our colleges to industrial development, can, in any way, be unacceptable or foolish as we very often hear it termed. Several of the addresses, for example, of Vice-Chancellors all over India in recent years, have warned the various Provinces that, if they launch out on a programme of technological study, it would only lead to more unemployment and waste of money. It seems to me, I speak purely as a layman, perhaps some of my fellow members are more technically qualified than I, and it is open to them to contradict me—it seems to me there is something wanting somewhere. We have advanced students in the Science College in a variety of courses, in Physics or Chemistry, for instance; but at the

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moment there is hardly any relation whatsoever between their research and higher study and even the most simple problems connected with scientific experiment in industry. We have, in Travancore, prospects for industrial development which are, probably even superior to those of any other part of India. Still, nothing has so far been done to facilitate specialised study and research to help the development of particular industries. We have not been doing any research, in our higher educational institutions, with regard to the paper industry, the sugar industry, the rubber industry, match-making, pottery or monazite. And further, there is the problem of unemployment even among our Science M.A's. and M.Sc's. which, perhaps, can be solved to a considerable extent only by industrial development here.

I will next turn, for one moment, to women's education. I talk with great temerity; I understand it has been mentioned that there was no lady on the Committee. I also understand some of these recommendations have met with great opposition. I have already outlined, briefly, the recommendations with regard to Vernacular education, co-education, common Primary schools and a joint Inspectorate.

With regard to English schools for women in particular, one of the most remarkable features, specially made mention of in the Report, is that there is no separate curriculum of studies for girls at any stage above the primary stage, and, in the great majority of cases, special courses—even such courses as music and fine arts, particularly suitable for ladies—are not being taught in any of the Girls' High Schools. The Report suggests that it will be good for all girls, whether they eventually take up professional work or stay in the home, to have courses in modern domestic science, home-craft, nursing, as also music, painting and drawing. I think, Sir, that the suggestions will generally be acceptable to the members.

Then, Sir, I shall refer to the recommendation in the Report about the reduction of the College for Women to a Second Grade College, making it completely residential. I may say that the members of the Committee, when they signed the Report, did so under the impression that they were doing everything for the young ladies of Travancore, and were giving them the very best education possible, when they recommended the transformation of the existing Maha Raja's College for Women into a completely residential institution. They wanted to see the college completely residential, with residential Tutors as they have in the Universities of Oxford and Cambridge, to see that all ladies, studying above the Matriculation, whether in the Arts or Science or Law College—or Medical College if we are going to have one—get all the benefits of corporate life. Now, Sir, if this proposal is carried out, I humbly suggest that we would be giving our ladies in Travancore more opportunities for higher cultural education than they have been enjoying in the past. Much criticism has been levelled against the suggested abolition of the degree classes in the Women's College. I may submit for the information of the H[illegible]es that these degree classes in

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the Women's College now consist of only one class in history with just a few students. If the proposal of the Report is adopted, we will have a very large and full residential college, all the teachers and students living on the spot : and, in my humble opinion, the young ladies of Travancore will enjoy a very much better kind of education than is now available for them anywhere in South India.

I would just like to say a word about the vexed question of the transfer of departmental institutions to private agencies. From what I have been able to gather from the criticisms in the Press on this point, there seems to be the idea that, as a result of this recommendation in the Report, Government will immediately hand over all the departmental institutions to private or other managements. Most emphatically, I say, that is not the policy of Government. There is no proposal like that, for the immediate and absolute transfer of departmental institutions to private agencies. All that is suggested is that, wherever possible, steps should be taken to see whether certain departmental institutions — English or Vernacular — can be safely closed, where there are suitable private agencies or where the schools are not wanted. The Report will show that a large number of Vernacular schools are not wanted. There is excess provision. There is also another point which seems to have been overlooked by some of the critics. There are some important conditions which have to be fulfilled by the private agencies, coming forward to take over the departmental institutions, before the schools are actually handed over to them. The private body must be financially stable. It must have the sole interest of education at heart and not any communal, religious or other interest. Another important condition is that the condition of service of the teachers under such private agency should not be far below that of teachers in departmental institutions. I think members who have read the Report will realise that there is, in the Report, very trenchant criticism of the management of schools, including departmental institutions. Government are willing to hand over their educational institutions to private bodies. But some very important conditions have to be fulfilled first. Unless those conditions are fulfilled, it is not the policy of Government to hand over any of their schools to private bodies. After all, what is primarily contemplated in the Report is that local bodies will be in a position to take up the management of several of the schools now run by the Government. It has yet to be ascertained how far the municipalities in Travancore will be in a position to satisfy the conditions laid down in the Report and to take up the management of schools now run by the Education Department.

It is in that connection that I invited the remarks of the members of the Assembly, on the question of the establishment of new local bodies for the management of Vernacular schools and further on the possibility of the municipal bodies being willing to assist in the management of the schools.

One other point Sir, which I approach again with considerable, I will not say, foreboding but further, reluctance, is the question of religious instruction. With regard to the recommendations of the Education

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[Mr. R. M. Statham.]

Reforms Committee on religious instruction, I must admit, Sir, that I have been considerably surprised at the reception they have already received. So far as I have been able to gather, one set of critics in the State say that it has been recommended that religious instruction should be imparted in all the institutions and to all students, that the religious instruction will be imparted during school hours and that it has even been allowed as a subject for examination and so forth. There is another set of critics who say that the old freedom of religious instruction allowed to all the schools has been taken away. Sir, I want to explain to the members of the Assembly what really was the recommendation of the Committee. It has been suggested, and I think most fairly suggested, that the new policy that Government should adopt in regard to feligious instruction is that pupils of a particular denomination may have religious instruction of that denomination only in the denominationally managed schools. But, on the other hand, no pupil in the State belonging to a particular religion or a particular community should be permitted to receive religious instruction of another religion or community without the express desire, in writing, from his father or guardian. I do not think, Sir, that, if the members of the Assembly really think over this, it will be possible for them to say that it will be unfair to adopt such a rule. The new rules will permit Roman Catholics to teach their religion to the pupils belonging to that religion. Similarly, Mahomedans are allowed to teach Koran to Muhammadan pupils and the Hindus are allowed to teach the tenets of Hindu religion to Hindu students. Similarly, various sections of the Christian community are allowed to teach their own pupils their particular aspect of Christianity. But, on the other hand, they do not permit any student to be compulsorily made to attend religious instruction of a kind which is different from his own religion. On the other hand, the practice in the past has been for some missions in this State to teach all their pupils the tenets of Christianity unless there is an objection to it by the parents of certain pupils ; but Sir, this policy will, in the future, have to be stopped.

Another point is in regard to the recommendation of the Educational Reforms Committee for the diversion of Devaswom funds. I may say that I do not think more than a passing reference is needed. It was not a major recommendation of the Committee. It is quite obvious, Sir, that if Government were prepared to consider the acceptance of this recommendation, namely, the possibility of the use of the Devaswom funds, Government would certainly take into consideration most cautiously and carefully whether these funds could be used for pupils of all communities, or only for the pupils of the Hindu community, or for the pupils of certain sections of the Hindu community, or whether they would confine them to the use of scholarship or fee concessions for Hindus. In any case, there is nothing in the recommendations of the Committee to suggest the wholesale and immediate diversion of the Devaswom funds for the use of all the pupils, like general revenues.

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Another point is the recommendation of the Educational Reforms Committee in regard to married women. I may say, Sir, that there seems again to be a misapprehension regarding that recommendation. It is not at all the intention of Government to send away all the married ladies already in the Education Department. The suggestion in the Report applies only to the conditions of service of new recruits and therefore, Sir, I am sure that the lady members of my department will be relieved of any apprehension. Secondly, Sir, may I point out that the number of posts involved in this recommendation is very limited. Compared to the total number of women teachers, it is very small indeed. I may say that the total number of posts is only 70—not quite seventy, I think. I suggest, Sir, that it should be quite possible to fill these posts by well-qualified unmarried women. I would also like to say that on grounds of general policy, when you have such terrible unemployment in the State and such a large number of unmarried ladies among them, you may well consider the recommendation in this Report for the appointment of unmarried qualified women instead of putting in new recruits in the form of married ladies. It is rather a delicate matter with regard to the married women. It must be obvious to every member of the Assembly with any experience that for a married women with a large family to continue to do the heavy work of the inspecting agency makes it very difficult for her. I do not consider there is any very great hardship in the recommendation in the Report which suggests that the Assistant Inspectress's post should be given to unmarried ladies and if they get married after appointment they should leave the department with a gratuity.

Another point is with regard to the education of the backward classes. I would also like to add that I do hope to get the whole-hearted support of the members of the Assembly in regard to the recommendations which have been made on the steps to be taken to see that members of the depressed classes and the backward communities which are backward in education come more to the level of the more advanced communities. I may say, Sir, but I do not want to be critical of the conditions in Travancore, that in every Province in British India you will find a big organisation specially set up to deal, for example, with the difficulties, educational and otherwise, of the depressed classes and backward communities. I hope, Sir, that the suggestions made in the Report with regard to the organisation of the Inspectorate, the Primary Schools, the question of fee concessions and scholarships in connection with the depressed classes and backward communities will commend themselves to the acceptance of the Assemely.

Now, Sir, I will come to a conclusion simply by saying this: In the first place, I would assure the members of the Assembly that everything suggested in the Educational Reforms Committee Report, whether good or bad, was suggested with only the one sincere desire to see that, in the improvement of the conditions of education in the State, we should do our utmost to benefit in the future the pupils of the State of Travancore. It was not the intention to benefit one section of the subjects as distinguished from another.

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DEPUTY PRESIDENT: I think that Mr. Statham is about to close his remarks and I may mention that those of the members who want to put questions to him for eliciting information may avail themselves of their opportunity before he sits down. Mr. Statham, is in possession of the House.

MR. R. M. STATHAM (*Director of Public Instruction*): I was just saying that the recommendations in the Report were made only with a view to look to the future welfare of all sections of the community in the State. In case the members are apprehensive of what have been called rather drastic suggestions and recommendations in the Report, I want to add to what I have said already by stating that most of the recommendations are in no sense revolutionary nor are they in any sense recommendations which are going to set up conditions in Travancore quite different from conditions elsewhere in India or elsewhere in any part of the world. I would only like to refer the members of the Assembly to the very large number of Educational Reforms Reports published in England, America, China and Japan, let alone India, and the general trend of reforms in recent years. I am prepared, I will not say to guarantee, but to state that you will find that the general trend of the recommendations which are placed before you is almost identical with the general trend of educational development all over the world. The various aspects of education I have dealt with in my remarks for this demand for supplementary grant are really in keeping with the trend of opinion elsewhere. I should like especially to refer to the most recent Report of a responsible Committee set up in British India, namely, the Punjab University Enquiry Committee, which has just been published. Although the Committee that reported was only a University Enquiry Committee, it has dealt with all aspects of education right from the primary stage, and I think it is rather remarkable—I do not claim any credit for it personally—that though the Education Reforms Committee sat in Travancore writing their report while the Punjab University Enquiry Committee was also about its task, the general trend of the recommendations of the Educational Reforms Committee here was very much the same as the general trend of the recommendations in the Report of the Punjab Enquiry Committee. I commend, Sir, this grant for the acceptance of the House.

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*): What will be the probable additional expenditure that the Government will be obliged to incur if all the recommendations of the Committee were accepted?

MR. R. M. STATHAM (*Director of Public Instruction*): I am afraid the question is not susceptible of a direct answer. There is a chapter in the Report on Finance and it has been pointed out in that chapter in several places that you cannot anticipate exactly what the ultimate cost or the ultimate savings may be. While there will be saving of money when inefficient schools are abolished, money will have to be spent on new institutions.

(Messrs. E. V. Krishna Pillai and [illegible]J. Nair rose from their seats.)

DEPUTY PRESIDENT: If a member [illegible] is in possession of the House

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wants to put another question, it may be put in a reasonable time so that these difficulties may be avoided.

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*): May I know from the member whether the Board contemplated by the Report is at liberty to interfere with the recommendations and to vote against certain recommendations of the Committee?

MR. R. M. STATHAM (*Director of Public Instruction*): I hope that the representatives in the Board will be competent to give advice on questions of policy contained in the Report, but their functions will be purely advisory.

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*): Is the Board competent to vote against any of the recommendations of the Committee?

MR R. M. STATHAM (*Director of Public Instruction*): Yes, Sir. It is perfectly competent to vote against any of the recommendations.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): But what will be the value attached to it?

MR R. M. STATHAM (*Director of Public Instruction*): I imagine that the Director of Public Instruction as Chairman of the Board will advise Government that the Board has decided by a majority that such a recommendation is undesirable.

MR. S. J. NAIR (*Nedumangad*): May I know from the member whether the suggestions that the Board will make will be acted up to by the Government.

MR. R. M. STATHAM (*Director of Public Instruction*): I am so sorry, Sir, I was not able to hear the member.

DEPUTY PRESIDENT: I heard Mr. S. J. Nair's question. He wants to know whether the suggestions to be made by the Board will be accepted by Government. I disallow it.

MR. S. J. NAIR (*Nedumangad*): Will the Advisory Board consist of ten non-official members nominated from the Assembly and five members from the Council?

MR. R. M. STATHAM (*Director of Public Instruction*): I can only say, Sir, that Government are anxious to give full representation to the members of the Legislature.

MR. S. J. NAIR (*Nedumangad*): Sir, the member is not definite in his answer. I want to know from the member whether, in the matter of nomination of members to the Advisory Board, ten members would be nominated from among the non-officials of the Assembly and five from the Council.

MR. R. M. STATHAM (*Director of Public Instruction*): Government have not yet decided how many members will be nominated.

MR. S. J. NAIR (*Nedumangad*): May I know from the member why, before deciding the personnel of the Board, this question has been brought before the House?

MR. R. M. STATHAM (*Director of Public Instruction*): I do not see how we can settle the personnel before we know whether we can have an Advisory Board or not. I have indicated that in my speech.

MR. C. V. CHANDRASEKHARAN (*Deputy Director of Public Instruction*): Besides, Sir, these members will have to travel.

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DEPUTY PRESIDENT: Mr. Chandrasekharan is not in order. All that he can do is to put questions, and not speak.

The question of Mr. S. J. Nair has been answered with a certain amount of fulness by Mr. Statham.

MR. S. J. NAIR (*Nedumangad*): May I know whether the Chief Inspectress of Schools would be directly under the Director or under the Inspector?

MR. R. M. STATHAM (*Director of Public Instruction*): The Chief Inspectress would be directly under the Director.

MR. S. J. NAIR (*Nedumangad*): And the Additional Chief Inspectress?

MR. R. M. STATHAM (*Director of Public Instruction*): She will be under the Chief Inspectress.

MR. C. V. CHANDRASEKHARAN (*Deputy Director of ublic Instruction*): May I ask whether the Hon'ble member for Nedumangad has read the Report?

DEPUTY PRESIDENT: Mr. Chandrasekharan is again not in order, Mr. Nair is not in possession of the House. (*Laughter*).

MR. S. J. NAIR (*Nedumangad*): May I know whether the Chief Inspectress and the Additional Chief Inspectress are to be retained as such?

MR. R. M. STATHAM (*Director of Public Instruction*): The reasoni s that a large number of Girls' High Schools and Middle Schools will need inspection.

MR. S. J. NAIR (*Nedumangad*): May I know whether, under the recommendations of the Committee, the Girls' Middle Schools will continue as Girls' Middle Schools or will be amalgamated with mixed schools in future?

MR. R. M. STATHAM (*Director of Public Instruction*): Under the proposal, Sir, a limited number of Girls' Vernacular Middle Schools will become vocational bias schools. Girls' Middle Schools will not be amalgamated.

MR. S. J. NAIR (*Nedumangad*): May I know from the member whether girls will be admitted to the Boys' Middle Schools?

MR. R. M. STATHAM (*Director of Public Instruction*): As a matter of fact, Sir, throughout the State, girls are generally being admitted even in Boys' English Middle Schools.

MR. S. J. NAIR (*Nedumangad*): May I know whether, if the Chief Inspectress and the Additional Chief Inspectress will be retained as such, they cannot be put under the Divisional Inspectors?

MR. R M. STATHAM (*Director of Public Instruction*): I cannot quite follow the member We will still have Girls' Middle Schools and Girls' High Schools.

MR S. J. NAIR (*Nedumangad*): In name only.

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MR. R. M. STATHAM (*Director of Public Instruction*) : In actual fact, we will have any number of Girls' English Schools.

MR. S. J. NAIR (*Nedumangad*) : May I know whether boys will be admitted in future to Girls' Schools or not ?

MR. R. M. STATHAM (*Director of Public Instruction*) : The Educational Committee's Report has not made a recommendation that girls will be admitted into High Schools for boys or boys into High Schools for girls. I can speak about the existing recommendations only.

MR. S. J. NAIR (*Nedumangad*) : May I know whether the Assistant Inspectresses will be under the Additional Inspectress ?

MR. R. M. STATHAM (*Director of Public Instruction*) : Yes.

MR. S. J. NAIR (*Nedumangad*) : May I know the necesssity for the Assistant Inspectresses working under the Additional Inspectress ?

MR. R. M. STATHAM (*Director of Public Instruction*) : Because th Chief Inspectress and the Additional Chief Inspectress are inspecting the High Schools and Middle Schools.

MR. S. J. NAIR (*Nedumangad*) : In that case, would it be sufficient to appoint one Chief Inspectress for inspecting all these schools ?

DEPUTY PRESIDENT : That question does not arise.

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*) : Has the Chie Inspectress—

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*) : On a point of order, I want to know whether a member can go on putting questions, even after he has finished his turn once.

DEPUTY PRESIDENT : I certainly did not allow Mr. Krishna Pillai to put a question. When he actually puts a question, it is for me to ay that he should not do so.

I wish to state that there is no rigid rule so far as this question is concerned. But considering that there are various members wishing to put questions, we have to follow some working principle.

MR. K. R. ELENKATH (*Kalkulam I*) : May I know whether the Director of Public Instruction and the Deputy Director have power to inspect purely girls' schools, middle schools and high schools ?

MR. R. M. STATHAM (*Director of Public Instruction*) : Yes, they have power.

MR. K. R. ELENKATH (*Kalkulam I*) : Then where is the necessity for the creation of an Inspectress or an Additional Inspectress.

DEPUTY PRESIDENT : That is a matter of argument and Mr. Elenkath's question does not arise.

MR. M. SIVATANU PILLAI (*Tovala*) : May I know from the member how he reconciles his recommendations for making the Director of Public Instruction the Secretary for Education to Government, with the position that the Director of Public Instruction should be the

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chairman of the Advisory Board? When there is a difference of opinion between the Director and the Board then the Director as Educational Secretary will decide the matter. Then there is no utility for the Board.

DEPUTY PRESIDENT: That again is a matter for argument. An answer elicited from Mr. Statham will not help the House, because there will be different ways of viewing the same matter. One may think it is right, and another that it is not right. I do not think the House will be in a position of advantage by getting the opinion of Mr. Statham. I hope Mr. Sivatanu Pillai understands me aright.

MR. M. SIVATANU PILLAI (*Tovala*): May I know from the member how he makes out a case for the utility of the Advisory Board?

MR. R. M. STATHAM (*Director of Public Instruction*): I think, Sir, it must be surely obvious to the members that, whether the Board agrees with the suggestions and the accepted policy of Government or not, the advice of the Board will always be welcome and always will be sought. I am sure the Government—let alone the Director of Public Instruction—will welcome the opinion of the Advisory Board on any particular point.

MR. M. SIVATANU PILLAI (*Tovala*): May I know whether the Director of Public Instruction has got any objection to make the decision of the Board binding on the Director of Public Instruction?

MR. R. M. STATHAM (*Director of Public Instruction*): Yes, I have got objection.

MR. S. J. NAIR (*Nedumangad*): May I know from the member

DEPUTY PRESIDENT: You have already had your turn.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): May I take it, Sir that the stage of interpellation is over?

DEPUTY PRESIDENT: I think so.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): I think, Sir, a reasonable time should be allowed to members who want to put questions.

DEPUTY PRESIDENT: I think reasonable time is a matter of opinion. I am prepared to allow further questions being put.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): I do not want to put any question. I only want to speak on the general subject.

DEPUTY PRESIDENT: I want to make a statement. As you have been able to see, this is a very important question. The report covers 350 pages and Mr. Statham has referred to many of the points which, according to him, are important. I take it that the non-official members also may desire to make long speeches considering the importance of the matter and also the number of issues raised in the speech of Mr. Statham and in the Report. Therefore, in the interests of proper

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discussion, I do not propose to set any rigid rule. It is a matter which will be decided according to discretion. If the Chair takes advantage of that discretion and promises to use it freely, the Chair also expects that the members will see that the time is utilised in a manner consistent with giving opportunities to other members as well to speak. I, therefore, do not propose to set any hard and fast rule with regard to time just now.

The House adjourned for lunch at 1-15 P. M. and re-assembled at 2-2 P. M.

DEPUTY PRESIDENT : It has been brought to my notice that what I said with regard to the time-limit has not been correctly understood by a few. All that I said was that there cannot be a hard and fast rule with regard to the time-limit. Fifteen minutes possibly may be enough; it may be exceeded. Perhaps very much more time may have to be taken by leaders of parties and such other people But every individual member must have a chance if he wants to speak. It is only consistently with that requirement, I announced that there will not be a hard and fast rule with regard to the time-limit.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*): Sir, to begin with, let me thank the Government for allowing us an opportunity, however restricted in point of time, to express our views upon the Report prepared by Mr. Statham and his learned colleagues. It is indeed a stroke of fortune and a matter for pleasure that we have Mr. Statham himself with us in this Assembly, and one of his collaborators in the other House, when their Report is being brought up for discussion. The sort of work which we are now called upon to consider is, no doubt, one in which Mr. Statham has already had his hand in, in some other centres of educational activities, and, in the absence of anything to the contrary, his conclusions should naturally carry presumable weight, in view of his experience, which evidently seems to have stood him in very good stead in completing his Report so expeditiously and with so little disturbance to the placidity of public opinion. The appointment of the Committee presided over by Mr. Statham implies an assumption and a consciousness on the part of the Government of Travancore that everything is not quite all right in regard to education in the State. Mr. Statham has confirmed and justified that assumption to a very remarkable extent, inasmuch as he is seen to have gone hammer and tongs at various points of the educational machinery. In the light of the strident criticisms contained in the Report, the latter-day Dewans of the State, Directors of Public Instruction, Inspectors and Inspectresses of Schools and a long array of Professors and teachers with the camp-followers of the high functionaries mentioned by me, may be seen to be put upon their defence without any valid plea for escape: their pompous proceedings and pretensions have been brought down to the level of imbecilities, and the tax-payer, in spite of his irresistible propensity to be bamboozled by the blandishments of the bureaucracy, may, if he cares, realise the extent of the ravages he has suffered

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in the name of education, on account of the dopes systematically administered to him from step to step, in what was represented as the *progress* of education in the State.

I really sympathise with the condemned rank and file, but have no reply on their behalf except in one or two points where I personally happened to be related to the department in a remote way and therefore stand the risk of being convicted as an abettor of the activities of the department.

This cascade of destructive criticism, however, is only one aspect of the Report. What we are more immediately concerned with is the other aspect of it. I mean the section which deals with the constructive recommendations contained in the Report. Before, however, dealing with that portion, I would pointedly draw the attention of the House to the financial problem which is the pre-requisite and the *sine qua non* of the acceptability of the recommendations contained in the Report. Speaking on behalf of a population whose economic buoyancy is maintained with great difficulty and is such as is likely to be imperilled at any moment by any additional or extra weight, I cannot but attach the most emphatic prominence to the problem of finance and place it most conspicuously in the fore-front of the discussion in the House. It is quite idle for entrenched officialdom to play the ostrich with the economic situation in the State and to cling with limpet-like ferocity to their undiminished and ever-growing needs. It is time that they trim their demands in the light of the keenly felt necessity for rigid economy. Mr. Statham deals with the question of finance in the penultimate chapter of his Report. But he does not give anything like a definite idea of the financial commitments involved in the new scheme proposed by him. He expresses his inability to do so. But one thing is clear, Sir, and that is this. The financial commitments and demands made in the Report would certainly go far beyond what is now usually allotted for education by the State. There is no question about that. Mr. Statham himself realises that aspect of the question and proposes therefore various anodynes to soothe the taxpayer.

In the first place, he regards the funds as not the most important factor in considering a question like the present one and refers to cheerfulness, enthusiasm and allied emotional assets to make up for the loss from the demand made upon the taxpayers for money. These emotional aspects have been long out of the question. Cheer and enthusiasm are hard to find among the people on account of the troubles they are going through. So that is quite unavailable. Then he proposes additional taxation, direct and indirect. And among them we see the raising of school fees in certain directions, local taxation on the formation of local authorities, an educational cess, and ultimately a raid upon the Devaswom Fund. With respect to the last item, Devaswom Fund, Mr. Statham, in the explanatory statement submitted to the House, was good enough to tell us that he is not very

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serious about it. I was all along wondering how such a proposal, quite lawless in its nature, could have proceeded from the learned triumvirate pleading for moral instruction and religious education in schools. (*Hear, hear*). Dropping that item therefore, we are left with the other items. That is, school fees, educational cess and local taxation. In this connection, the possibility of further and additional taxation should be very carefully scrutinised before it goes down with the House. I may be permitted to quote from a recent publication on Economics by Mr. G. D. H. Cole, Reader in Economics in the University of Oxford and Member of the Economic Advisory Council, published in 1933. The learned author observes thus:

> "In fact, when the question of imposing an additional tax for the purpose of financing increased State expenditure is under consideration, the real question to be considered is fundamentally whether the money is likely to be better spent by the State or by the individuals from whom it is to be raised. The answer to this question will depend in the first place on the use to which the State proposes to put the money, and in the second place on the sources from which it is to be raised. For, there is a very strong case against levying taxes which will fall upon those members of the community whose existing incomes are barely sufficient to meet the minimum needs of civilised life. Taxation must, as far as possible, be levied upon surplus income that is to say, upon income which is not needed in order to meet the necessities of life. But even such taxation is only justified, if it can be shown that it is likely to be used more advantageously by the State than by the persons who will be called upon to pay."

I do not doubt or dispute the justifiability of expenditure on education. The same learned author again says as follows:—

> "For the State can reasonably be regarded as saving rather than spending whenever it is using resources raised by taxation for the purpose of improving the health or the education of the community, and thereby increasing its *future productive power*. Of course it is possible for a State, just as it is possible for an individual, to spend unwisely on education or on health; but if the money spent on these services is used with reasonable prudence, it is to be regarded rather as saving than as spending in the narrower sense."

So the main question that we have to consider at the present juncture is whether it is possible to levy additional taxes upon the people of the State, that is to say, whether they have got any surplus income to pay such taxes after meeting the bare necessities of life. When the question is viewed in that light, I do not feel any doubt that it is impossible to levy anything like additional taxation upon the people of the State. The *Government Gazette* is ample evidence on that subject. Such being the case, Mr. Statham's anticipation to raise money by additional taxation is not a well-founded anticipation, at any rate, at the present juncture.

Then he suggests certain other methods whereby saving can be effected and one of such methods is to hand over some of the Government institutions or, say, every Government institution, as far as possible, to private agencies now in existence and hereafter to be formed. In his explanatory statement, Mr. Statham said that it would take some time to introduce that reform. If it is so, the necessity to consider that aspect of the case does not really arise at present and may not

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probably arise at all. In the field of education, as in various other fields, the changes that are taking place all over the world so rapidly will have to be taken into account. I think it was in 1919 that the Sadler Committee submitted their Report with respect to University reform in Bengal; but this year in delivering the Convocation address to the Calcutta University, Sir Hussain Suhrawardy, Vice-Chancellor of the Calcutta University, said that there is necesssity for a thorough overhauling from top to bottom. Such is the nature of the change that is taking place in the field of education. Therefore, for the transference of Government institutions to private agencies, which is to take place at an indefinite time in the future, premature recommendations with a view to fix Government to a particular course in advance are unnecessary and do not, at any rate, arise for consideration at the present moment. If, on the other hand, it is contended that such a course will be pursued, no matter when it comes into existence, then it calls for some consideration. At present the so called private agencies to whom the transference or in whose favour the withdrawal of the Government from the field of education is advocated, are themselves hit hard economically. There is therefore only a doubtful possibility that they will come forward in such large numbers to take up the burden of education in the State. Secondly, does it after all make much difference in view of the recommendation for a grant of 75 per cent. of the deficit sustained by the private agencies, whether they do the running or the State does it? Building grants, scholarship grants, library grants, playground grants and a number of other grants would also be conceded in their favour. It comes to this. Government money should be placed in the hands of private agencies, subject to an expensive agency for inspection to carry on the work of education with very little eventual difference, in the amount needed, so far as the tax-payer is concerned. I do not really understand the reasonableness of such a proposition for the development of education. Thirdly, there are a number of restrictive conditions and safeguards designed by Mr. Statham to control private agencies, setting the pace in such a way as to make it difficult for them to continue on easy terms. The private agencies now in the field have been led on by their private idea that they would be allowed to work on easy terms. How far the restrictive conditions as to security and liability to be examined at each step would prove attractive to them is a matter for consideration. I am referring to this aspect to doubt the practicability of the proposal put forward. Fourthly, suppose however there are private agencies ready to come forward. There is still the question whether the people of the State would be eager to go in when they come forward. Some of these institutions are missionary institutions. They are private agencies no doubt, and they keep up, so far as one can see their private character, in such a public concern as educational enterprise. The object of education in the modern view, as has been observed by the Sadler Committee, is to democratise knowledge. But in these missionary

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institutions, though there is a substantial bye-product of education availed of to some extent by people following other religions also, the main and central idea is something different. It is proselytism and the propagation of their creeds. It has been observed by learned writers that on the terms and the ideas of the missionary institutions it is rather difficult to expect the unsuspecting participation in the benefits of education at their hands, on account of religious incompatabilities.

I refer to a publication called "England's educational policy in India" by Mr. V. V. Oak. The author observes as follows :—

> "The missionaries deserve great credit for what they have been doing in the line of education and sanitation in the backward regions of India. The efforts, however, of the missions do not and cannot bear the desirable results, because the receiving of benefits at the hands of missionaries, speaking generally, entails bartering of one's religion for theirs."

And lower down, the same author says :—

> "If the work of uplift of the human race would be kept separate from the greed of the so-called conversion in order to increase the quantitative merit of Christianity (that is so promiscuously displayed in the deeds of many a missionary), there would not be, nay, there could not be a soul hostile to the spiritual life and gospel of Jesus in any non-Christian country in general and in India in particular".

I may also refer in this connection to a magazine called "The South Indian Teacher" for September 1933, where one writer draws attention to the fact that in mission schools the rule is to encourage Christian applicants as teachers. The others are therefore kept out to the extent Christian teachers are available. That is what has been observed in regard to other parts of India. Upon the basis of these observations, I am raising this question. If these facts and aspects hold good in Travancore also, is there anything like democratising knowledge for its own sake in these institutions? Why should the taxpayer be charged to pay grant-in-aid to such institutions which encourage sectarian ideas and special denominations? That is an aspect of the question to be investigated and considered.

Then with respect to the teachers employed in private and aided institutions, the same journal (The South Indian Teacher) refers to the hard lot of the teachers employed in these institutions and says that, in spite of formal contracts entered into by the teachers with the management, more or less on the pattern of the agreement proposed by Mr. Statham, the position of the teacher is reduced to the conditions of indentured labour. The manager's agent is referred to as the Kankani. It is very pitiable. The agitation there is for legislative measures in regard to the conditions of service in educational institutions. We heard in this House also, Sir, on the occasion of the discussion of the budget of the State, a good deal about the disparity of treatment between the teachers employed in Government institutions and those employed in private institutions. It was a striking disparity that was brought to the notice of the House. Then I asked the question, in my anxiety to afford relief

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to the taxpayer, whether it was not sufficient if the pay, promotion and privilege of the teachers employed in the Government institutions were reduced as far as possible to those of the teachers employed in the private institutions. That was resented by certain gentlemen on this side of the House. That is how people form views in the light of comparisons. It creates a heart-burn in the minds of the teachers in the private schools. There is uneasiness in teachers of the aided institutions.

In view of the circumstances now stated by me, I should consider, Sir, the taxpayer should have a controlling voice hereafter in the expenditure of money on education. Mr. Statham has advocated the formation of an Advisory Committee, the form and nature of which remains, in spite of repeated explanations and questions, somewhat nebulous. Such is not the sort of body that we demand at the hands of Government to control education in the State. It should more or less be of the type of the Board for Secondary Schools and Intermediate Colleges recommended by the Sadler Committee for Bengal and adopted in some Provinces for the purpose of controlling Secondary Education and Intermediate Colleges. No doubt, it would require modifications in the light of local conditions and variations.

It should have a controlling voice not only in regard to the Government institutions but also in regard to private institutions, in the matter of recognition, distribution and conduct of schools and in the matter of the appointment of teachers and safeguarding their interests. Such a controlling body should be constituted also in the interests of the taxpayer. Mr. Statham, in his very valuable Report, places before Government the fact that the taxpayer could not have been alive to the intricacies of the expenditure of money on education. Now he has invited us to awake to the situation and we find that we can no longer leave the Education Department to go on unwatched and unchecked by the taxpayer. Mr. Statham, as the author of the Report and as the Director of Public Instruction in Travancore, may be with us for some limited time. There is no guarantee as to how long he is going to be with us. He is himself quite hard-working. It is not enough. Where is the guarantee for the taxpayer that the money that is collected from him will be utilised for what Mr. Cole calls reproductive education? There is a very large amount of wastage, of stagnation, sterility of purpose, and inefficiency of teachers and Inspectorate, not to speak of the Directorate. All that has been placed before the House and we have good reason now to keep awake. But when it comes to the centre, the Director being the man in charge of the machine, like other operators would say "you keep off and I shall manage the whole thing for you". It is impossible to accept that attitude on the part of any officer hereafter, seeing the sort of ravages, as I have said, that have been sustained by the people in the past. So a controlling body consisting of responsible members of the Legislature, who are representatives of the taxpayers, must be appointed to control and watch the course of education

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to get rid of vagaries, to see that justice is maintained between teacher and employer, to economise expenditure and to keep the people in touch with the course of education. In the absence of such a controlling agency, I am not in a position to lend support to any suggestion contained in the Report, though there are some acceptable recommendations in it.

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*): Is not expert advice necessary for the Committee?

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*): I am not going to formulate the exact scope and nature of the Committee.

That is one aspect of the question. I make this submission and request the learned members on this side of the House to keep this fact in view in considering the other proposals contained in the Report under consideration.

Then passing on we see certain recommendations for the future conduct of the department. The first recommendation we notice is the outcome of Mr. Statham's impatience with the Huzur Secretariat. Sir, I beg to be excused if I happen to be a little rehetorical on this point. Secretaries are the glory of bureaucracy. They are the main spring in the steel frame. Even with regard to democratic Governments in western countries, a recent writer in the current number of the "Nineteenth Century and After", observes that the Secretaries. screening themselves securely behind the facade of some other persons' responsibility, make themselves indispensable to their bosses and in the long run subjugate and reduce them to mere puppets without any regard even for decorum. That observation was made in regard to trained politicians, serving as Ministers, in democratic forms of Government. We can more or less imagine the position of the administrative head of a State like Travancore and the extent to which he will be made to nod at the instance of the Secretaries. Things like that have probably taken place in Travancore and some of the previous Directors may be able to bear testimony if they are put in the witness box. I therefore thought that Mr. Statham would propose violent measures against the Secretaries, like cyno-gas fumigation for the eradication of rats in plague-stricken areas. But it is a wonder to me that he does not want to abolish the Secretary, but wants to become the Secretary himself. He cites instances in the Punjab and other places where education has been developing very rapidly in recent years. By adopting this method, it was contended that the development of education was considerably facilitated in those centres. But I am asking the question, who is to check the expenditure on education and watch it here? The Director of Public Instruction as the expert and Secretary makes his recommendation to the Durbar for its acceptance and the Dewan accepts it. Of course, there would be no delay. But what about the taxpayer who knows nothing about it? When therefore Mr. Statham proposes to do away with the present Secretary and to substitute himself as the Secretary, where is the check? The Secretary may be a very obstrusive sort of person using his position to reduce his boss to a mere puppet. We want some adequate check. By the present check it may at least be possible to delay things and make people open their eyes. If even that

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check is to be withdrawn, I fear the field would be free for any course without let or hindrance. So, that recommendation is rather unacceptable. In the case of the Punjab and other places, Education is a transferred subject. There is the ministerial responsibility and the Director of Public Instruction may be the Secretary. He is under the control of the Minister who, probably along with other subjects, watches the course of education and advises the Government. If a Board, as the one I contemplated a little while ago in my speech, is going to be formed there is such a check. The Director of Public Instruction himself may be a member of that Board and act as a Secretary if he chooses to do so.

Another recommendation going along with this is the creation of the post of a Deputy Director of Public Instruction. I think that one of the causes leading to the necessity for a Deputy Director of Public Instruction is to enable the Director to attend to his duties as Secretary to the Government and naturally to keep down the accumulation of routine business, as it is called, in the Director's Office. So long as the Director is not going to be appointed as Secretary for Education, one reason to justify the appointment of a Deputy Director vanishes. Another reason advanced in support of the appointment of the Deputy Director of Public Instruction is the necessity to train up an heir-apparent, to the post of the Director (*laughter*) for it is said that somebody already trained has to be appointed to take the post of the Director of Public Instruction as soon as the experienced Director goes out of office. In the State service generally the practice is to promote the Principals of Colleges as Directors of Public Instruction. They have no administrative experience. Therefore it is argued that they are to be trained up under the supervising care of the chief Director of Public Instruction. It certainly sounds logical to some extent, but it ignores a number of other factors. In the first place, a continuity of policy stereotyped to be followed for ever is a thing to be discouraged, especially in the field of education. I referred to the Convocation address of the Vice-Chancellor of the Calcutta University. Critics of the policy of any Director will ever be excluded and the stimulus to criticism would be removed. The attempt is to provide a line of successors to Directors with fixed and stereotyped ideas in regard to the policy and management of the Education Department, probably to safeguard the glory of the founder of any given policy but not so much to promote the requirements of education in the State. Let us not lose sight of the deleterious effects flowing from it. Long before the succession opens, the Deputy Director of Public Instruction commands an amount of artificial respect from the other members of the department and the public. He has to be looked up to with admiration, whether he merits it or not, because his succession is assured long before. He may become careless since his future is settled beforehand. Such a system of prospective appointments of officers should not be tolerated in Travancore, whatever be the practice elsewhere.

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At the present moment, it is my friend Mr. Chandrasekharan who has been put in as the Deputy Director. I am sorry on two grounds, Sir. First, my friend is a very fine literary scholar whose services in the College have been of inestimable value to the students. Secondly, whatever may be the amount of his knowledge and skill, his services to the people of the State as Deputy Director of Public Instruction will not escape depreciation since he is handicapped considerably by his lack of knowledge of the Vernacular of the State. If he goes out for the purpose of inspection or for checking the inspection work done by an Inspector, or probably an Inspectress, (*laughter*) it is very doubtful how far he will be able to judge the standard reached by the students or maintained by the teacher. His appointment as a Deputy Director is a serious loss to the College, without any corresponding gain to the department. I do not grudge any encouragement to him in the College. On the other hand, the Report itself was so soon violated in regard to the pay of the Deputy Director for his sake. Is any more argument needed for adequate check? After all, the object is mainly for proper attention to routine work in the office of the Director of Public Instruction; and for such a business it is questionable whether an officer of the status of Mr. Chandrasekharan would be needed on Rs. 900, creating a vacancy carrying Rs. 900 elsewhere, when the necessity if any could have been met by the appointment of a person of appropriate status and pay. Such an officer would not have led to any extravagance and would certainly have been more acceptable from the point of view of the people of the State. So much with reference to it.

Then, there is the question of the reorganisation of the Director's Office, where also we see efficiency being measured by a standard based on the rise in the pay of the staff. Even persons drawing the present pay bid fair to become more efficient on raising their pay, while there does not seem to be any definite additional advantage to be derived by the modifications. The modification of the pay of a person cannot possibly produce a corresponding revolution in his capacity for work. That, however, does not appear to be the prevailing view.

There is one suggestion in regard to the reorganisation of the Director's Office, namely, the appointment of a Financial Assistant to the Director of Public Instruction, which I appreciate very much. Mr. Statham refers in his Report to several leakages; and, certainly, these would be obviated with the appointment of a Financial Assistant as suggested by the Committee. It will be very good if an officer of the Account Office, for instance, is appointed as Financial Assistant to the Director of Public Instruction. I have nothing to say against that.

Then we come to the question of the Inspectorate. Some of my friends seem to think that there is some duplication in the proposals with respect to the Inspectorate. Leaving alone that detail, I certainly agree to the proposals in the Report in regard to the need for more inspection and more useful inspection. In referring to the efficiency of education in Ceylon, Macmillan's Education Bulletin for November 1932 has an article, where the contributor has much to say on the

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intense inspection work carried on in the Island. There they have the Divisional Inspector, the Assistant Inspector, the Medical Inspector and so forth. All manner of Inspectors seem to roam about in the educational centres; and the inspections are generally surprise inspections, with the result that many a teacher or manager, as the case may be, very often comes to grief for various faults. Though probably our financial situation may not permit the employment of so many Inspectors as they have in Ceylon, yet I am certainly for increasing our inspecting staff so that the various evils pointed out by our friend Mr. Statham may be checked effectively. I was very sorry to read in the Report of our friend that actual fraud is being committed in some of the educational institutions in the State. It is very difficult to prove fraud in a court of law; but our friend Mr. Statham has been fortunate to discover actual fraud in some of the educational institutions in the State. The Report says that, even out of the small grants obtained from Government for the poor teachers, some managements take away a portion leaving the teacher to starve. Sir, that is a very unhappy state of affairs; and I certainly hold the view that some additional staff is needed for the purpose of carrying on inspection work more satisfactorily than at present.

DEPUTY PRESIDENT: Are you likely to take a very long time? You have got about ten minutes more.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*): I may submit, Sir, that my friends who belong to my party will willingly allow my going on and may not press very much their claim for time.

DEPUTY PRESIDENT: Please do not think that I want to curtail your time. I was just reminding you of the time.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*): In fact, I am myself alive to that and I will try my best not to use the time of the House unfairly. I hope I shall have the indulgence of the members of the House.

DEPUTY PRESIDENT: I am prepared to give the member some more time.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*): Thank you, Sir. I am particular that the learned Deputy President should not be viewed as showing any invidious distinction by the other members of the House in so far as indulgence to me is concerned. Hence my reference to their indulgence.

As I was submitting, Sir, the inspecting staff should be increased. But, then the actual work of inspection must also be done more satisfactorily than at present. Various undesirable results I have come to know of; and they are all due to want of adequate and proper inspection. For example, I know of a schoolmaster in Government service, from whom a court of law was forced to demand security to keep the peace under the Code of Criminal Procedure. That teacher, I understand, is still in service; and the Inspector has not been able to find

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him out. Mr. Statham is very eloquent on moral instruction in schools. Here is a teacher from whom a Magistrate had to demand security to keep the peace. If this is the sort of teachers that we are destined to have in our schools, what faith can we expect the parents to have in the work of education in the State? The existence of such cases clearly reveals want of adequate inspection. As I have already pointed out, Mr. Statham has established very satisfactorily that actual fraud is being committed in some of the educational institutions. I would therefore bring to the notice of Mr. Statham, and also of my friend Mr. Chandrasekharan, that they ought to select proper persons for these Inspectors' and Inspectresses' posts. Mr. Statham says that promotions in this department always go by seniority in service which, as a standard of fitness and efficiency, is quite mechanical. I would submit that this course of action should be occasionally departed from. First of all, the person chosen must have an intimate knowledge of the language of the schools he has to inspect. That is a *sine qua non*. Secondly, his character must be such that his inspection notes may be readily relied upon. Sir, some of my friends raised various questions, during question time, about Assistant Inspectors and Divisional Inspectors. Their main interest, I think, was about the character of the persons chosen for these posts. We had in Travancore some years ago three Divisional Inspectors with separate Divisions as their jurisdiction for inspection purposes. We have tried that arrangement. But, ultimately, the scandal that arose from the arrangement was so great that Government were obliged to discontinue the system. So the character of the individual chosen, his knowledge of the vernacular, his insight, his patriotism, and his devotion to work are among the essential qualities for any scheme of inspection to be of real use to the State. Mr. Statham very often refers to the 'cold and impersonal' way of doing things. I may adopt that expression and say that that sort of attitude on the part of the Inspectors is not going to bear much fruit. However much you may add to the rank and cadre of the Inspectorate and whatever emoluments you may hold out, all that may prove to be of no use unless the persons you choose happen to have that patriotic zeal, capacity for work, as was seen in the old Swiss referred to in the Sadler Committee's Report. The old man when questioned as to the condition of education in Switzerland told an English deputation that the Swiss, though poor, were determined not to remain ignorant. The Sadler Committee's Report makes mention of the very rapid progress made by Switzerland in educating her people and in elevating them from depths of ignorance. I know of instances of teachers mal-treated by Inspectors for no other reason than that the milk supplied to the Inspector was too watery. The Inspector concerned had the audacity to mention this fact in a private letter which he wrote. I happened to get that letter and showed it to my friend and former colleague Mr. Hodgson; and I recollect how the righteous Director became red and how soon he took steps to restore the poor teacher, setting aside the punishment meted out to him by the Inspector. Such a state of affairs is nothing

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but a disgrace to the department. You must test the character of the person you think of appointing as Inspector. Let there be something in the man to mark him out as specially qualified for inspection. In these days, as Mr. Statham himself has pointed out in his Report, it cannot be reasonably contended that the Inspectors cannot find convenience to inspect the schools within their jurisdiction in the interest of efficiency. Mr. Statham has raised the point why, in Travancore, where roads, means of communication and other facilities for travel are comparatively ample, any Inspector should complain of want of facilities for inspection work. Should not Mr. Statham therefore put pressure on these Inspectors and see what work can be extracted out of them? The proposal for additional staff should follow the ascertainment of the possibilities with the existing staff.

Closely connected with this question, Sir, is the question of the teacher himself. Mr. Statham again will support me, as he has made himself clear in the Report, that many of the teachers are unfit to teach. If the teacher, as a matter of fact, is found to be inefficient, what exactly is to be reaped from frequent inspections, however much they may be multiplied by the Inspector? There is no good in that. Many of these teachers now in the schools, if I am permitted to accompany Mr. Statham or any other responsible officer of the department on an inspection tour, may be proved to be not entitled to be there. Because some of them have obtained certain qualifying certificates at some past stage in their career, it does not follow that they maintain at present the same standard of fitness as is furnished by the *prima facie* evidence of the certificate. They might not have been anxious to keep themselves abreast of the development of education and to make themselves increasingly useful to the community. Such people are not few and far between. First of all, when you propose to overhaul the educational system of the State by means of an Inspectorate, you have to see to the sort of material you are going to inspect. Let there be a survey of the whole teaching staff, official and non-official, and let the useful teacher be selected and the useless sent away. Then if these people do not show signs of improvement, there is no force in repeating the inspection. If upon absolutely barren soil you are going to inspect, it is like sowing paddy upon a rock. Is it not wasting energy? Mr. Statham speaks of the wastage of education in the schools. There is such a thing as wastage of inspection also. So in this matter of inspection, though I would agree to the recommendations in the Report, I would all the same request the Government to consider these aspects before they demand money for carrying on the work of inspection.

I said already that in a remote fashion I stand the chance of a conviction as an abettor of the activities of the department. That is in regard to the operations of what is known as the Vernacular Text

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Book Committee. At page 206 of the Report, the learned authors observe as follows :—

> "The question of the selection of text books is a general question applicable to all grades of shools, but, we find it convenient to discuss it in some detail in this chapter. Until recently, a Vernacular Text Book Committee selected annually vernacular text books for every class of every school throughout the State ; and, similarly, an English Text Book Committee selected text books written in English for use in every class of every school where English was taught and where English was the medium of instruction. It seems to be generally admitted, both by the department and by the public, that the working of the Text Book Committees and the selection of books by them has not been satisfactory."

In this passage, there is a very serious mis-statement as regards the function of the Text Book Committee. It is stated that the selection of the text books was by the Text Book Committee. So far as the vernaculars are concerned, it has not been the practice, at any rate, in recent years. I was connected with the Text Book Committee for the last thirty years and more, that is from the days of Dr. Mitchell, while I was employed in the College. The history of the Text Book Committee is a very interesting history of which Mr. Statham, I fear, has but imperfect knowledge. The great development of Vernacular education now seen in every part of the State, the output of vernacular books, vernacular journalism and the expansive power of expression generated in the vernacular are attributable directly to the work of the Text Book Committee in the State. A band of scholars, headed by the late lamented Kerala Varma Valia Koil Tampuran Avargal, organised the Text Book Committee in the first instance. Their work was carried on by their successors and students like Professor A. R. Raja Raja Varma, my humble self, Mr Ulloor Parameswara Aiyar and others and till recently the scholarly side attached to the Text Book Committee has made a valuable contribution. It is because of that that the development now seen has been achieved in the vernacular line. But unfortunately at a particular stage in the history of the Text Book Committee, the members of the Committee were asked by the Government not to prescribe text books, but simply to classify such books as were presented to them. Look at the restraint on the functions of the Committee and then consider the criticism levelled against them by Mr. Statham. The Committee did not travel outside the books presented to them and they were asked merely to divide those books into two sets—approved books and unapproved books. Then the pedagogic section of the Committee generally indicated that such and such a book, if adopted, may be prescribed for such and such a class. This list used to be sent up to Government. In fact, the whole business was done in blinkers, nobody getting out of the list of books considered by the Committee. From out of the list of approved books, the Director of Public Instruction, who usually happened to be a European, prescribed the books for the Vernacular schools. It does not require any argument to prove that it was a mere show. Ultimately, matters developed further, and the Government of His Highness the Maha Raja of Travancore, or rather, as it then

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was, of Her Highness the Maha Rani Regent, took upon themselves the function of selecting and prescribing text books; and that system was in force till an year or two ago. Even Mr: Statham is in favour of that system to some extent. Now, in the light of all these, where is the force of the criticism levelled against the Text Book Committee? Where is the foundation for that criticism? Therefore, that criticism directed against the Text Book Committee of which I happened to be a member, off and on for about thirty years, is regrettable.

DEPUTY PRESIDENT: I wish you will wind up.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*): Therefore I am submitting, Sir,—

MR. A. THANU PILLAI (*Trivadrum—Rural*): May I know whether the Text Book Committee, as a whole, was not responsible for saying whether a book is suited to a particular class or not?

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*): That is true. A number of books are approved. In fact it is something like letting students pass in an examination. When 400 students appear for an examination, you feel that you should allow at least 200 to pass. So also when 500 or 600 books are brought before the Committee, you feel inclined to approve, say, 150 or 200 books. After all, it is only a comparative test. If a strict standard of scrutiny is applied, only a fewer number of books will be approved. And then the Committee would be provoking public criticism. The Committee further, as usually constituted by Government, would not be homogeneous, since it is organized to represent various interests and the voice of the majority prevails.

I am on this question of Text Book Committee for another purpose also. There is a volume of opinion in the country that, if the recommendations of Mr. Statham's Committee are accepted, the vernaculars would receive a serious set-back. Mr. Statham has argued that there would be no such set-back. I do not agree with Mr. Statham; but I have no time to discuss the matter.

There are a number of other questions; but because my time is up, I would only say that I am in agreement, in regard to some of them, with the recommendations of the Committee, say, for instance, physical training, medical inspection and so forth.

So far as the question of physical training is concerned, I say it is very useful and necessary, but at the same time I see that Mr. Statham is in for people with medical qualifications to serve as Physical Instructors. They are rarities. There is an institution for the training of Physical Instructors in Saidapet. The successful candidates get some knowledge of anatomy there. They may be selected. Mere medical qualification without actual medical experience is useless.

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With respect to another question, the Sanskrit College, the idea to attach it to the University of Madras, is unwelcome in so far as there is local necessity to develop Sanskrit studies and to make them useful for the development of the Vernacular, and in other ways also. Therefore, that step is not quite necessary, especially with the prospect of a Travancore University. We want the Sanskrit College to be fully developed.

DEPUTY PRESIDENT: Your time is up.

MR. PUTHUPALLI S. KRISHNA PILLAI (*Quilon II*): May I ask a few questions?

DEPUTY PRESIDENT: The member has already taken his seat.

MR. PUTHUPALLI S. KRISHNA PILLAI (*Quilon II*): Should we not have been given some notice before he resumed his seat?

DEPUTY PRESIDENT: When Mr. Krishna Pillai was addressing a question to me, he could, if he wanted, have put a question to Mr. Narayana Pillai himself.

MR. PUTHUPALLI S. KRISHNA PILLAI (*Quilon II*): He was only half-way to resume his seat.

DEPUTY PRESIDENT: I have expressed my view.

MR. PUTHUPALLI S. KRISHNA PILLAI (*Quilon II*): May I put my questions to him now?

DEPUTY PRESIDENT: He is not in possession of the House.

MR. K. C. ABRAHAM (*Kottayam II*): Sir, it is not possible to express oneself within the short time on the most important recommendations made by Mr. Statham in his Report, and I for one do not propose to exhaust the whole time allowed to me which would otherwise be available to friends of my party, though I belong to the same party as Mr. Narayana Pillai. One has to thank Mr. Statham at the very outset for allaying certain apprehensions that were entertained in certain quarters that, in spite of everything, on the face of it, this Report is revolutionary. Some people were rather afraid that this was an attempt to shatter the whole educational system of the State and that the recommendations were not suited to the conditions of the country. As I said, it is only fair to Mr. Statham to say that one has no reason to entertain such apprehensions after hearing the personal explanation made by Mr. Statham before this Assembly. I am prepared to concede that there are momentous reforms adumbrated in this Report and that some of them are very far-reaching in their effect. But still it is rather consoling to understand that some of these reforms are not going to be introduced at one stroke of the pen but rather only gradually as conditions demand.

Going into the question of the recommendations, I may be permitted to submit at the very outset that the question of administrative arrangements and such other matters as finance, according to me, of minor details, are not matters worth the time of this Assembly. At least, as far as I am concerned, I propose to put forward before you

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only those matters which concern the career of a young man who enters the portals of a school and gets out of the College after some time. My friend Mr. Narayana Pillai has been talking very much about the financial stringency, about the depressing conditions of the State, and so forth. But the question we are concerned with immediately is whether the reforms, as they are chalked out by Mr. Statham, are welcome or not. If they are welcome, then certainly we ought to give approval to these recommendations in spite of the financial stringency. Sir, I have no sympathy to the taxpayer when it comes to a matter of the betterment of education. If the public want better education, the taxpayer must pay for it. I do not take upon myself the responsibility of supporting the Government in season and out of season when it is said that tax must be paid or must not be paid. I for one am with the general consensus of opinion in the State that, when the public or the Assembly make it an incumbent necessity that the education scheme must be reconstructed and boys must be taught on better educational lines, then the taxpayer must pay for it. Better education means more payment and we cannot grudge our purse with the purpose of stultifying our children.

MR. K. R. ELENKATH (*Kalkulam I*): May I know from the member whether he is of opinion that the Professors of private Colleges who are paid Rs. 200 or less are less efficient than those in Government Colleges?

MR. K. C. ABRAHAM (*Kottayam II*): I would refer to that later on. If our system of education should be on a proper basis, we must have men who are paid higher. Until we get men of a self-sacrificing character, who would be willing to work on a lesser pay, it will not be possible to reduce the pay. Of that, later on.

MR. S. J. NAIR (*Nedumangad*): May I know from the member what he meant by the term 'better payment'? To whom and for what?

MR. K. C. ABRAHAM (*Kottayam II*): Without explaining that, I may submit that I never said better payment. When the educational system is on a better basis, we would have more self-sacrificing men.

Going into the recommendations of the Report, I would divide the reforms as regards the career of pupils from start to finish into three: the first, I would adopt the language of my leader Mr. Narayana Pillai, is the clipping, the second the diversion, and the third the practice. As I understand from a reading of the Report, it seems to me strange that with the view ahead to have a University of some character or other, we are not trying to give any impetus to Vernacular education from its literary standpoint. It would be rather sorry to find that after five classes of Vernacular education the boys would be left to shift for themselves. If they want any better education on literary lines in Vernacular, they cannot have it. I submit that it is rather hard. If people have any idea of a University in their mind, it is only right that

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literature should be allowed to be cultivated on its own basis. Speaking of profiteering, I wish to say that the Government ought not to consider encouragement of Vernacular education from the standpoint of less expense. If there are only eight Higher Grade Vernacular Schools available in the State, I would not insist upon sixteen, but I would insist upon at least one Model School which would give boys and girls who desire to have a literary career in Malayalan better hope and better chances in that one school.

The other point, that is nipping, I wish to refer to, from the financial point of view to the general collegiate education in the State. Just as the pupil is clipped at the fifth class from pursuing his studies in a more liberal way, so also from the secondary education stage, the pupil is clipped of the facilities for going in for higher education in the College. For that purpose additional difficulties have been created by the proposed increase of fees and by other difficulties. I submit that such encouragement is not what is desired from the liberal point of view of educational progress.

Coming to the other aspect, namely diversion, there is only one factor to which I wish to call the attention of the House, and that is that diversion at such an early stage as the fifth class is not entitled to be of any avail in after life so far as pupils themselves are concerned. It may be called rather immature diversion. What is called vocational bias and technical education that is proposed to be started for them would not very much avail them in after life if they have not got behind them that intellectual stamina or that substantial basis of education which would qualify them for any literary work or fair success in any profession. Therefore, the third aspect, which I would call practice, would be of absolutely no use by an immature diversion at the School Final stage or the Vernacular Primary stage.

One other point that I wish to advert to in this connection is as regards the establishment of a University which has been referred to in the Report. My humble opinion is that, irrespective of the question of finance and other arrangements, it is not quite feasible at this stage to consider the question of University at all. On the question of finance, it is for the Government to consider whether it would be proper or not to establish a University all on a sudden. But as every one finds, sometimes the crude products of the education of the State and the cruder producers of the education in the State may not all at once be found sufficient for the purpose of running a University which can in any way compare favourably with other well-established Universities. Along with that, I wish also to say that we cannot lose that touch with the wider activities outside the State which we are at present in need of.

Adverting to certain other recommendations of the Report, I wish to emphasise certain aspects of education which have not in my opinion been properly attended to by the Education Department of this State. The system of education here has been attempting only to produce

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[Mr. K. C.-Abraham.]

graduates who call themselves educated. From the Report, I have not been able to find out whether any social function has been proposed to be served by these people. The school and the college must always be centres not only of imbibing knowledge but of diffusing social culture all around. Though I am not able to attempt to illustrate this point from Universities elsewhere, I have learnt that Oxford and Cambridge are not only seats of learning but also disseminators of culture. People look at those Universities and Colleges as centres of social and humanitarian activities. But in these days it is very painful to find especially in the departmental schools there is a *quid pro quo* ; the pupils pay their money and get what education they want from the teacher.

I shall pass over the question of imparting moral or religious instruction in schools, and come to the next point, that is, lack of sporting spirit among students. It is most deplorable to find on the athletic side and on the sporting side the huge amount of Rs 1,200. per year being expended altogether in all departmental schools and colleges. That emphasises my point of view that the education we are now getting in these schools is not the right kind of education. I value the imbibing of intellectual character more than the simple imbibing of intellectual knowledge. Every pupil is to have an intellectual character of his own and that can be had not from text-books but from more social intercourse between the teacher and the taught, from the play-fields and team sports, which institutions we are bound to foster and develop. It is nothing new when I say that the education now prevalent in schools has not developed any team or sporting spirit amongst the students. But it must be said without any disparagement to them that every student is apt to be taken headlong into any new current of thought and thereby to run after any undesirable pied piper who brings home a new tune and not knowing what the tune is, dance to it., That I understand to be the indicative character of most of the institutions and the majority of students who take to education. It is true, educational institutions must inculcate the right kind of character. Sir, I do not appreciate a tirade on what the missionary institutions have achieved so far. I did not want to refer to that. But I would base my remarks on general terms since my friend Mr. P. K. Narayana Pillai elaborately conducted a crusade on what he called "missionary education".

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*): I based my remarks upon what others have observed.

MR. K. C. ABRAHAM (*Kottayam II*): I only say, like several others, I fail to appreciate that. I beg to suggest that any system of godless education is likely to be of no value. To forget the great help that was done of late by missionary institutions which carried the banner of light and learning in this country is a thing which I disapprove. I do not want any particular kind of religious instruction to be imparted in the schools of the State. My friends here should understand that what I mean by religious education does not mean denominational instruction. All that it means is moral education or instruction upon civics, in other

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words, religious education in the particular sense of the term which is acceptable to all students. There must be some kind of moral teaching for all students. Otherwise, education is of no avail in the development of culture. I am prepared to say, any kind of religious teaching is much better than no religious teaching at all.

MR. A. EASWARA PILLAI (*Kottarakara*): May I know whether religious instruction could not be given outside the school? Is it necessary that it should be done in the school?

MR. K. C ABRAHAM (*Kottayam II*): It is my opinion. It is most imperative that, when the character of a student is in the formative period, it must be done in the school itself. Otherwise it is likely to be done nowhere.

MR. A. EASWARA PILLAI (*Kottarakara*): Am I to understand from the member that character formation depends upon religious instruction?

MR. K. C. ABRAHAM (*Kottayam II*): Formation of ripe character depends upon moral and religious training.

MR. A. EASWARA PILLAI (*Kottarakara*): May I know whether he considers moral instruction as religious instruction?

MR. K. C. ABRAHAM (*Kottayam II*): I speak in a broad sense. I make no distinction between them.

MR. A. EASWARA PILLAI (*Kottarakara*): Could not moral instruction be studied from the text-books?

MR. K. C. ABRAHAM (*Kottayam I*): I do not follow the member.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): In view of the distinctions propounded by the member between moral and religious instruction may I know from the member whether he is for substituting moral instruction by religious instruction?

DEPUTY PRESIDENT: The member did not say so.

MR. K. C. ABRAHAM (*Kottayam II*): By religious instruction I never mean denominational instruction. There cannot be any distinction, for purposes of education, between moral and religious instruction.

MR. PACODE A. NARAYANA PILLAI (*Vilavankod*): May I know whether an educational institution is the only place where religious influence can be brought to bear upon the pupils?

MR. K. C. ABRAHAM (*Kottayam II*): There may be a large number of places.

MR. PACODE A. NARAYANA PILLAI (*Vilavankod*): May I know what other influence there is?

MR. K. C. ABRAHAM (*Kottayam II*): There is immoral influence.

MR. PACODE A. NARAYANA PILLAI (*Vilavankod*): Am I to understand that it is the only influence which the member is aware of?

MR. K. C. ABRAHAM (*Kottayam II*): It is one outside schools.

Let me now come to the Advisory Board that has been proposed to be appointed by Government. I am not able to appreciate the necessity for such a body, which is only a private body functioning for mere consultation. I would call it a complacent board. As I understand it from

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[Mr. K. C. Abraham.]

the statement submitted by the Director of Public Instruction, it is to be constituted of persons who are somehow or other in touch with the educational institutions and those who are responsible either for these institutions or otherwise to the Director of Public Instruction or his subordinate officers, and all these people are to advise the Director. It would be simply a complacent board. By what other name could I call it?

MR. R. M. STATHAM (*Director of Public Instruction*): That does not arise, Sir.

DEPUTY PRESIDENT: If you want to give an explanation, you can do so.

MR. R. M. STATHAM (*Director of Public Instruction*): The member is misquoting me. The Board is to contain twenty members representing all interests.

MR. K. C. ABRAHAM (*Kottayam II*): What I would suggest is, even if it is a matter of consultation, it may be done by private agencies or by the Director himself direct. To erect an Advisory Board simply for the purpose of consultation is not at all necessary. If the Board is to be of any serviceable character, it must be one consisting of a large number of persons some of whom must be selected by this Assembly and would be responsible to this Assembly and also others who might be called experts. If there are experts on the side of the Director to guide in his deliberations, whether advisory or otherwise, it would be really an advantage. To erect a board of the exclusive kind recommended by the Education Reforms Committee is not at all useful. It must be a board consisting of some experts. The Director may choose them and this Assembly can also elect some others. They will function better. I have nothing more to add.

MR. PACODE A. NARAYANA PILLAI (*Vilavankod*): There is a motion before the House. Does the member support or oppose the motion?

DEPUTY PRESIDENT: That need not be answered now.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): Sir,.....

MISS HEPZIBAH GNANASIKAMONY (*Nominated*): Sir,.....

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): I waive my right to speak to the lady member, Sir.

DEPUTY PRESIDENT: The rule is that, if a gentleman waives his right to speak, it does not mean that it can be done in favour of any other gentleman or lady he chooses. It is for the Chair to decide who is to speak next. But I am now prepared to allow Miss Gnanasikamony to go on.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): I bow to your ruling, Sir.

MISS HEPZIBAH GNANASIKAMONY (*Nominated*): Let me begin by congratulating Mr. Statham and the other members of the Education Reforms Committee for submitting such an exhaustive, instructive and useful report.

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MR. K. R. ELENKATH (*Kallulam I*) : Louder, please.

MISS HEPZIBAH GNANASIKAMONY (*Nominated*) : The Committee has touched on minute points that demand scrutiny in the present educational system. This huge mac hine of education has been thoroughly tackled by the Committee. Many defects existing in the educational system have been pointed out and suitable remedies suggested.

I wish to speak only on some minor points. Let me first refer to the imparting of religious instruction. It was referred to by Mr. Abraham at great length, but I could not hear him. So, if I am to repeat what he said, I may be excused. Pages 184 and 196 to 199 of the Report deal with religious instruction. There it is stated clearly that religious instruction is important in character training and we all know that character is important to all pupils, nay, for all people. The Committee has expressed in page 129 as follows :

> " With whether this is so or not, we are not concerned, since in our opinion, it is absolutely essential that, where religious instruction is permitted to be given, it should under no circumstances, be given to non-Christians, for example by Christian teachers except at the express request in writing of parents or guardians."

I shall take an example of a Christian school where pupils belonging to other religions also study. When the parents come to the school to admit their children, they say that they have no objection to letting their children study scriptures. That is the case with Mahomedans as well as Hindus.

Now regarding the pupils, in the examination the best prize is carried off by the Hindu and Mahomedan students. Is it because they do not like it ? Is it because the children are compelled to do it ? The managements never, at least from personal experience I can say, compel students to attend religious classes.

MR. A. THANU PILLAI (*Trivandrum-Rural*) : May I know from the member whether the prize itself is not an incentive to the study of the scripture ?

MISS HEPZIBAH GNANASIKAMONY (*Nominated*) : I am sure even without the prize they are prepared to study scripture. There are religious classes where no prize is given. Even there I know the Hindu or the Mahomedan student gets the best mark. Prize therefore is not an incentive.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*) : May I know from the member whether Christian parents would be willing to impart a course of instruction in Bhagavad Gita to Christian children by non-Christian teachers?

MISS HEPZIBAH GNANASIKAMONY (*Nominated*) : I shall answer the question. Now supposing there is a child under my influence whom I wish to send to a school. If I have no Christian school to send him to, I will certainly send him to a non-Christian school and the management of the latter school may ask me, " Have you any objection to this child attending a religious course " ? I certainly say "no". That is because the child may have whatever knowledge it can get. Let him get knowledge of other scriptures too. That will help him certainly in his life.

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MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): May I know from the member whether Christian students may be instructed in all scriptures in the Departmental schools *i. e.* religious classes may be instituted in the Hindu scriptures and students who are willing to attend that course may be allowed to attend?

MISS HEPZIBAN GNANASIKAMONY (*Nominated*): Yes, I think they can. I am not responsible for other people's opinion.

MR. K. R. ELENKATH (*Kalkulam I*): May I know from the member whether she is in favour of the recommendation made with regard to certain denomination of classes, that an examination on the subject of religions instruction may be held, the marks of which may be counted for promotion?

MISS HEPZIBAH GNANASIKAMONY (*Nominated*): I do not understand the question properly.

MR. K. R. ELENKATH (*Kalkulam I*): One of the recommendations of the Committee says that religious subject may be prescribed as a text for purposes of promotion.

DEPUTY PRESIDENT: Mr. Elenkath is making something like a speech. All that he can do is to put a question in appropriate language.

MR. K. R. ELENKATH (*Kalkulam I*): I would like to know from the member whether she is in favour of the recommendation of the Committee that certain sections may be examined in religious texts which may form part of the test for promotion from class to class?

MISS HEPZIBAH GNANASIKAMONY (*Nominated*): You mean, suppose there are Christian students in a class, they ought to be examined in Bhagavad Gita?

DEPUTY PRESIDENT: You cannot put him a question. You may answer his question.

MISS HEPZIBAH GNANASIKAMONY (*Nominated*): I do not hear and understand his question properly.

DEPUTY PRESIDENT: The member may give an answer if she has one to give.

MISS HEPZIBAH GNANASIKAMONY (*Nominated*): I do not quite catch the point.

The second reason for which I support religious instruction is that it makes a closer bond of relationship between the students of different denominations. I know that personally. Now I think that if the parents are asked to put down in writing "I want my girl or boy to learn Bible", or anything like that, I do not think that any parent will do so. One denomination may not like that. Therefore let it not be made a general rule that it must be put down in writing. If the pupils like it, let them study. The management or the teachers should not compel a course of instruction in scripture. But if the students like to learn the scriptures, let them study.

Now I come to another point. On page 132 of the Report of the Education Reforms Committee, it is plainly stated that in primary education the Primary school teachers should themselves teach music

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drawing, and sewing, if it is possible and if they take those subjects, the expenditure for employing other teachers could be saved. I do not think that Primary school teachers can take on themselves, along with their ordinary class work, music, drawing, sewing and all that. It will be too much for them. They have already got too much work. If the work in the time-table is properly arranged, they will have only two or three leisure periods at the most in a week and if they are asked to take music, drawing, etc. it will be very hard. The teachers will be tired and I am sure the pupils will not like to listen to the teachers who are very tired. The lesson they take is sure to be uninteresting.

I do not know whether it would be appropriate, in as much as it has not found a place in the Report, if I say a few words here regarding the Lower Grade Vernacular Training examinations. As long as they exist, the examination papers should be set right. I think there are many faults occurring in the examination papers. The examiners simply translate the question papers given to Intermediate training, School Final training and B. A. training students. I know that Malayalam and English words occur in questions and many students leave off these questions simply because they cannot understand them. They come for training after passing the VII Class examination only. They cannot therefore be expected to tackle such questions.

One question I would like to put to the Director of Public Instruction and that is whether the present Lower Grade Vernacular Training class will be given another year. If it is done like that, it will be a great help. It will be helpful to the teachers as well as to the taught.

We are very grateful to Government for having given us the opportunity of discussing the Educational Reforms Committee Report in this Assembly. But everything that has been put down in this Report is only the outline. The details are not tackled here. The syllabus, the schemes as to how it can be worked out, etc., are not treated in this Report. They would be treated in the immediate future. Therefore I request the Government to give this Assembly another chance when we can discuss the syllabus and the detailed scheme. I hope in the next Assembly, which, we expect, would meet before the next academic year, we would be given a chance to tackle the problems arising out of this Report, which will, I suppose, be of great benefit to education in Travancore.

(Srimathi T. Narayani Amma stood up to speak, Mr. K. Kunjukrishna Pillai also rose up and began to speak.)

DEPUTY PRESIDENT: I did not hear what Mr. Kunjukrishna Pillai said.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): I feel disinclined to extend my chivalry any further.

DEPUTY PRESIDENT: Mr. Kunjukrishna Pillai may speak now and proceed to business.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): Sir, the subject of education is a very difficult subject for the reformer and in a country like Travancore, where accentuated attention has been drawn to this particular topic for a long time, and time after time the Assemby and the

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[Mr. K. Kunjukrishna Pillai.]

Legislative Council pressed on Government the necessity of enquiring into the system of education as it existed. It will be seen with what anxiety and with what hope and with what trepidation we were awaiting the Report of the Education Reforms Committee. Sir, now that the Report has been placed on the table of the House for discussion, we are asked to discuss it through the narrow channel of a supplementary grant. It is difficult to discuss fully and adequately the various recommendations contained in the Report in this fashion. That fact we have to place before you, Sir. Now what I propose to do is to take up one or two general aspects of the Report and then confine my attention particularly to the chapter on Collegiate Education. The other friends of my party will be dealing with the various aspects of the recommendations and it may be taken for granted, Sir, that we all agree with regard to the criticism made from our side of the House. Sir, first of all I wish to take the question of religious instruction, since it is fresh in the minds of the House at present as the previous speaker has been dealing with it.

DEPUTY PRESIDENT: I want to make an observation, Mr. Kunjukrishna Pillai. You said that it is the opinion of the party.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): Yes.

DEPUTY PRESIDENT: I do not know if it will advance the discussion. Generally a member gives out his opinion and leaves to other members of the party to express theirs. For a member to say that his party is of a particular opinion will lead to difficult situation.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): I am afraid the Chair has misunderstood what I have said

DEPUTY PRESIDENT: You may proceed with the discussion.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): What I said was that I will be accepting the criticisms made by them and of course *vice versa*.

DEPUTY PRESIDENT: That does not arise.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): With regard to religious instruction, it has been a controversial point from the time when people began to think of educational problems. The difficulty was that they, the framers of the Report, are old, fashioned enough to think that religious instruction is an absolute necessity for the formation of character and the absence of religious instruction reacts on the character of the pupils. That is a matter in which I cannot agree with the authors of the Report. When they say that they are old-fashioned enough, it has got the appearance of humility. But I think it is pride masquerading as humility.

Sir, in a country where there are so many denominations, where the opinions about religion vary so much, when I worship God as the all-pervading *Atman*, my friend will be taught that the manifestation of God is as the Holy Ghost and Trinity and where there are many other

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differences of opinion held by other people about religion, I do not think that the teaching of religion will lead to a homogeneous community in the future. In my opinion, in India at least, religion has been given too much insistence. I think various people have attempted to instil more and more religion. These attempts made by great reformers in India have resulted in making the communal differences more prominent. I do not think that Mr. Statham is correct when he says that it will not be so very difficult if we get the permission of the parents. Such a condition will not work in actual practice. It may be good on paper to say that pupils should be given religious instruction only with the written consent of the parents. Of course, consent of parents may be got. No evidence is going to be taken about the parents giving their consent. It will be difficult for the Director to go into all these things. I would recommend to do away with religious instruction of whatever nature in schools as a whole. In educational institutions, no religious instruction, either Hinduism or Christianity or any other religion, should be taught. If anybody wants to teach religion to their children, they may do so in other places. It is not to be given even in the form of a subject for examination. There is a vast difference between religious instruction and the instruction given in other subjects. The instruction given in religion is beyond the scope of question and we will have to accept it as gospel truth. It was said that, if there are Hindu denominational schools belonging to Hindus and if the parents wish to teach Bhagavad Gita, they can do that in those schools. But the Hindus know the position in which they are. They have not many schools of their own and they were notorious for apathy in proselytizing. I do not hold any plea for any religion. I might say that ultimately in the long run it would be far better not to foster this spirit in the immature minds of the young pupils. And the ordinary teacher would be the worst person to teach religion. So the best course is to leave off religious instruction as it will lead to nothing but disunity among communities in the long run.

Connected with this point, I take the question of private agencies. Mr. Statham said that he is not advocating the encouragement of local bodies. From the trend of the report it would appear that the authors of the Report were anxious about the non-denominational private bodies. If we had them, it is another matter. I grant that they wanted to achieve this only gradually. But all the same my apprehension is that the net result of the policy will be that the Education Department at the end of a decade and a half will be in the hands, under the present circumstances of the country in which we are, of certain institutions which are clearly denominational. The question to be considered by the House is whether we should surrender the work of education, for which we are spending nearly 50 lakhs of rupees taken from the general tax-payer, to be ultimately spent by certain denominational institutions. It will be a difficult matter for even a man like Mr. Statham to introduce any further reforms when the institutions are entrusted to such private agencies. It has been pointed out in the

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[Mr. K. Kunjukrishna Pillai.]

Report that Dr. Mitchell had said that, because Government have direct control over educational institutions here, it is easier to effect changes of policy.

When it is so, any reform is possible. Under the private institutions, it will be difficult. The modern tendency is to make education a national duty. If the Government is going to surrender the responsibility of education, I do not know what other work the Travancore Government is going to do. I do question the knowledge of Mr. Statham about the conditions prevailing here. If he had known the real feelings of the country and the communal differences between various religions and sectarian differences, I do not think he would have made such a proposal. I oppose this proposal not only on the denominational aspect of it, but also on another ground. As vested interests they have been practising what in law may be called slander. Mr. Statham also pointed out the inefficiency of the department. He has pointed out the lack of control by the head of the department. If the Government agency has not been able to function properly in the past, what is the guarantee that the new agency will be able to administer things better? There is no guarantee whatsoever. Everything depends upon the head of the department and the officer who carries out these reforms; and when that question is taken into consideration, there is the apprehension and we will have to lay down a policy definitely as to what will be the attitude of Government with regard to the direct management of educational institutions. I think that the policy, whatever the immediate result of the reform be, will ultimately work out to this. All educational institutions will, slowly but surely, transform into the hands of private agencies. Mr. Statham wants private agencies like the Municipalities to take up that work. We know the administrative and the financial capacity of our Municipalities. We also know that no Municipality will be able to take up this work unless they go in for additional taxation. That being the condition of the local bodies, the responsibility of management will fall into the hands of denominational bodies. If that is so, the House should consider whether it is advisable to impart religious instruction in such denominational institutions.

MR. K. C. ABRAHAM (*Kottayam II*): Does the honourable member advocate the centralisation of educational activities or does he advocate the devolution of educational activities?

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): Sir, I advocate nationalisation of educational activities. (*Laughter.*)

Now I come to a connected question. I do not wish to speak on that topic with as much vehemence as I intended to do since Mr. Statham has admitted that what he did was not quite right.

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*): All what Mr. Statham said was that it will not be brought into effect in the near future.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): I think that what he said was that he left it entirely to the Government to decide whether it should be utilised for scholarships to Hindu students or for giving

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fee concession to them. What I say is that even that is objectionable. Devaswom Fund is a private Fund. A vast portion of it even now is illegally taken. We find that there is a surplus of about Rs. 40 lakhs. I do not know why any body should be given the right to advise the Government, who is only a trustee, or advise us as to how the fund may be used.. We may throw it into the Arabian sea.

MR. M. SIVATANU PILLAI (*Tovala*): Is the member agreeable to the utilisation of the Devaswom Fund, if the funds of Churches and Mosques are included into the general fund?

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): When that glorious day comes, even though the Devaswom Fund forms a larger proportion, I have absolutely no objection to spending it for educational purposes, because I do not stand for any particular religion. But it is a hypothetical question. It does not come within practical politics. I have sent in a resolution to that effect, because I wanted to express my feelings on that. Nobody has any right to order the spending of a fund which is private property. Government should not take notice of any such advice. I know it is quite probable that Mr. Statham has not undert od the real significance of the matter. I do not attribute any motive to Mr. Statham.

MR. M. SIVATANU PILLAI (*Tovala*): Cannot a member advise his co-member as to the way in which to use his funds?

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): Yes. That may be done. But the advice may be accepted or rejected.

I do not wish to add anything further with regard to these two general questions.

Then, there is the question of married women and their service in the Education Department; and that I wish to dwell upon for some time. I do not deny that there are obvious difficulties in the way of married women being employed as teachers or as other officers. But, to penalise an institution like marriage is certainly not quite right or justifiable. It is not argued or suggested that married women are less efficient than unmarried women. There are, as I said, obvious difficulties in the case of married women which are natural incidents to their sex. That must be granted.

MR. PUTHUPALLI S. KRISHNA PILLAI (*Quilon II*): May I know what those difficulties are?

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): I thought they were pretty clear. I do not feel any delicacy to explain what they are; but certainly, the House may feel delicacy in such matters.

DEPUTY PRESIDENT: You may proceed, Mr. Kunjukrishna Pillai.

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*): Cannot these difficulties be overcome by taking maternity or extraordinary or other leave?

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MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): I am going to suggest that. As I sumitted, Sir, marriage should not be penalised. I find that eminent authorities seem to think that the consequences of an unmarried or celibate life would be disastrous especially to women. Sir, I have been at pains to look up the literature on this subject; and I find that there is considerable opinion to the effect that unmarried women, who have passed their youth and who still remain as old spinsters, have got obvious mental deficiencies. They are susceptible to bad temper, hysteria (*Laughter*) and a lot of other defects.

MR. PACODE A. NARAYANA PILLAI (*Vilavankod*): May I ask whether the member is an authority on this subject?

DEPUTY PRESIDENT: I disallow that question.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): I was just going to refer to my authority, Sir. Ralph De Pomerai, in his book 'Marriage past, present and future', says:

> "In much the same way there is no really cogent reason why an artist, writer-actress, musician, lady doctor or teacher should give up her profession upon marrying; indeed it is little short of imbecility. If her husband can afford to keep such a wife in idleness, Her renunciation, to say the least of it, will constitute a sheer waste of ability, and will advantage neither the husband nor the wife, while if the husband's position is such that the wife is personally compelled to discharge all the household duties, it would obviously be better for herself and farther husband that she should continue in her own vocation and devote a part of her remuneration to the employment of a less gifted, but probably more domestically efficient servant. There is, in fact, some thing positively grotesque in the idea of a really intelligent and accomplished woman spending the greater part of her life in making beds, dusting furniture, preparing meals, or even washing and mending children's clothes, supervising their every movement and spending hours pushing a perambulator—a woman does not become a less efficient mother merely because she employs an efficient nursemaid and governess."

That is with regard to the position that married women will be able to discharge their work as efficiently as unmarried women.

MR. R. M. STATHAM (*Director of Public Instruction*): May I know from the honourable member, the name of the author? Unfortunately, I did not hear.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): Ralph De Pomerai.

DEPUTY PRESIDENT: I may inform the member that, here we do not address the members of the Legislature as 'Honourable Member'; we simply say "Member."

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): The whole mistake of Mr. Statham lies in the fact that he did not realise that 'sex is much more than a mere reproductive device, that it is not only a racial but an individual necessity, that its satisfaction enhances physical and mental well-being and that its repression or non-satisfaction predisposes to physical and mental disease'. Finally, it leads to such diseases as hysteria neurasthenia and all the rest of it.

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Therefore, Sir, it is not right to suggest that merely because a woman has accepted employment under Government she should be asked to lead an unnatural life. That should be far from the educational policy of any enlightened State. Distinguished authors like Bertrand Russell and others find fault with people who advocate celibacy of women in the educational service. As I have already stated, I concede that there are certain difficulties and the department must be free to impose certain restrictions with regard to married women entering service. The main difficulty is that these women may often require maternity leave. The question is whether the general tax-payer could be taxed unnecessarily on account of these women. That question has, certainly, to be taken into consideration. The Service Regulation provides for a period of two years or so for leave with pay. Up to, say, three pregnancies, women in service may be granted special maternity leave; but, if a woman is going to bring forth children every year, certainly the general tax-payer should not be expected to lose on her account, and she may be forced to follow the ordinary conditions laid down in the Service Regulations in regard to leave. The difficulty is really more serious in the case of the larger body of women teachers in primary schools whom we very often see walking along the roads even during their pregnancy. These teachers are very poor, and it is they that need more consideration at the hands of the Government than the higher-paid women officers of the Education or other departments. And, Mr. Statham, in his Report, does not make any recommendation prohibiting the employment of married women as teachers in primary schools. The higher-paid women officers can at least appoint nurses or maid servants to look after their children these poor primary school teachers cannot do that. They have invariably to find out the wherewithal to maintain the family. If even such poor women could be allowed to marry and continue in service, I do not see any reason why it should not be allowed in the higher grades of services. As I said, in the case of those women who become pregnant every year (*Laughter*), they must be compelled to take eight months' leave, five months before confinement and three months afterwards, on loss of the whole pay or on half-pay. I think such conditions can be imposed.

I shall deal with collegiate education. There is a tendency on the part of many people to pour forth a lot of sentiment in favour of primary education and to try to establish that collegiate education is not the function of the State, and that it can be left to the sweet will and fancy of some private agency or other organisation. I think there *is* enough expert opinion to show that collegiate education is as necessary for the general welfare of the State as mass education. Mass education should not be carried on at the expense of collegiate education. Surely, larger amounts have to be spent on mass education. I do not want to be misunderstood even for a moment as minimising the importance of primary education for the masses. I fully endorse the opinion expressed in the Report that the primary course must be extended to a period of five years. I am at one with Mr. Statham also in regard to the tightening of control and better standards of instruction. But, in

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[Mr. K. Kunjukrishna Pillai.]

regard to collegiate education, I do not agree with him when he says that those branches of study, provided for in other colleges in the State may be abolished in the Maha Raja's College. He observed, during his speech today, that what he wanted was a first class collegiate institution in Trivandrum. Yes. We do want a first class college which will give equal educational facilities for pupils of all denominations. But, I cannot agree with the authors of the Report in their suggestion that an Intermediate College may be created in the place of the present Arts College and that the B. A., and Honours classes, of the Arts College also, may be transferred to the Science College, so that college students may have better collegiate atmosphere and also the benefits of a residential system. In other words, Mr. Statham recommends something like a bifurcation horizontally. He has got his own arguments for taking away the Intermediate classes from the two colleges and making them into one Intermediate College. He says that the Intermediate classes are only post-high-school classes and that they do not constitute college classes proper. Well, we may academically argue like that. But the actual fact remains that, so long as we remain affiliated to the Madras University, the Intermediate classes must be treated as forming part of the college classes. There is no fun in our attempting to imagine that these are only post-school classes when, as a matter of fact, the University, to which our colleges are now affiliated, recognise and treat the Intermediate classes as forming part of the University course. We have to face facts. There is also one other argument which I have to advance against this recommendation of Mr. Statham. Mr. Statham recommends this kind of bifurcation according to the subjects of study so far as the various colleges in the different parts of the State are concerned; he does not want subjects of study provided in the Changanachery College to be provided for in Trivandrum. I cannot see how legitimately and logically, Mr. Statham, who wants the various colleges in the different centres in the State to represent different courses of study, can recommend against the existence of two colleges in Trivandrum, each with its own courses of study, can take objection to the existence of a College of Arts at Taikad and a College of Science at the Cantonment. I can understand the suggestion coming from any one else; but certainly not from Mr. Statham. I for one do not approve of this kind of bifurcation of colleges according to the subjects taught. But, I do not believe in any effective and efficient college course which is going to last only for two years. That is grossly inadequate. The Sadler Commission recommends a period of five years. The Committee which sat in Madras under the presidency of Sir R. Venkataratnam recommended four years. I should think that we must have at least three years. Two years is a meagre nothing. In the first year, all the students will be mere freshers; they would just have come to the college atmosphere. And, in the next year, according to Mr. Statham, they will have to leave the portals of the college. All the expenditure

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incurred, to create these institutions as now suggested, will be sheer waste, if the collegiate course will not leave any impression on the young students when they leave the college. The period will be too short for them to imbibe the real spirit, which is so necessary for a course of study, in a college, to be considered a success.

Unless the students can get an opportunity of remaining in this institution for a sufficiently long period and imbibing the spirit which is so necessary, they could not benefit by these institutions. A number of years of University course is necessary and if four years is not considered too much, we may take it that the Intermediate course also forms part of the University course. I think that with regard to the collegiate education the suggestions will mean a lot of expenditure. I am not one of those, Sir, who demand reforms of a first-class nature, but say we have no money to pay for them. If we have no money to pay for the reforms, we cannot have very good schools. We cannot have very good play-grounds. We cannot have good libraries, nor can we have good tuition or good surroundings in life. If all these are necessary, care should be taken that no money is wasted but is spent well. If we have to secure an end and to secure that end money is needed; money has to be found.

DEPUTY PRESIDENT : Are you likely to take more time ?

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*) Yes, Sir.

DEPUTY PRESIDENT : Then you can continue tomorrow. The House will now adjourn and meet again at 11 O' clock tomorrow.

The House adjourned at 4-32 P. M.

K. MADHAVA KURUP
Secretary to the Sri Mulam Assembly.

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